DOCUMENT RESUME

ED 360 234 SO 023 223

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| TITLE | Social Studies Grade 8 Curriculum Guide. Revised. |
| INSTITUTION | Manitoba Dept. of Education and Training, Winnipeg. Curriculum Services Branch. |
| REPORT NO | ISBN-0-7711-1110-X |
| PUB DATE | 93 |
| NOTE | 86p. |
| PUB TYPE | Guides - Classroom Use - Teaching Guides (For Teacher) (052) |
| EDRS PRICE | MF01/PC04 Plus Postage. |
| DESCRIPTORS | Ancient History; *Course Content; Curriculum Guides; Foreign Countries; *Grade 8; *History Instruction; Junior High Schools; Maps; *Social Studies; Teaching Methods; *Western Civilization; World History |
| IDENTIFIERS | Manitoba; People through the Ages |

ABSTRACT

This Manitoba (Canada) curriculum guide includes the grade 8 overview, unit overviews and topics, focusing questions, specific objectives, and outline maps needed for the course. The teaching of the identified objectives is mandatory in Manitoba. Manitoba curriculum guides are produced in three different formats referred to as Level I, II, or III. This is considered a Level II document to be used in conjunction with the Level I social studies overview and the teacher's guide to the textbook, "People through the Ages." The teaching strategies and learning activities found in the teacher's guide have been developed from the topic objectives and the focusing questions of this guide. Each strategy or activity should satisfy one or more of these categories of objectives: (1) knowledge, (2) thinking and/or research, (3) attitude and value, and (4) social participation. This course focuses on ways of life and the changes that have evolved from very early times to the present. It is designed to help students explore the ways that people lived within certain societies of the past and to realize that life today is related closely to developments that have occurred through the ages. Students should be made aware that all societies have not developed or changed at the same rate or to the same degree. The intent is to encourage students to compare a wide variety of ways of life of the past and present in order to be able to examine contemporary life against a range of alternative possibilities. The study is divided into four units with suggested time frames for each unit: (1) life during very early and early historic times; (2) civilizations of the past; (3) life in early modern Europe; and (4) life in the modern world. (DK)

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# Social Studies Grade 8

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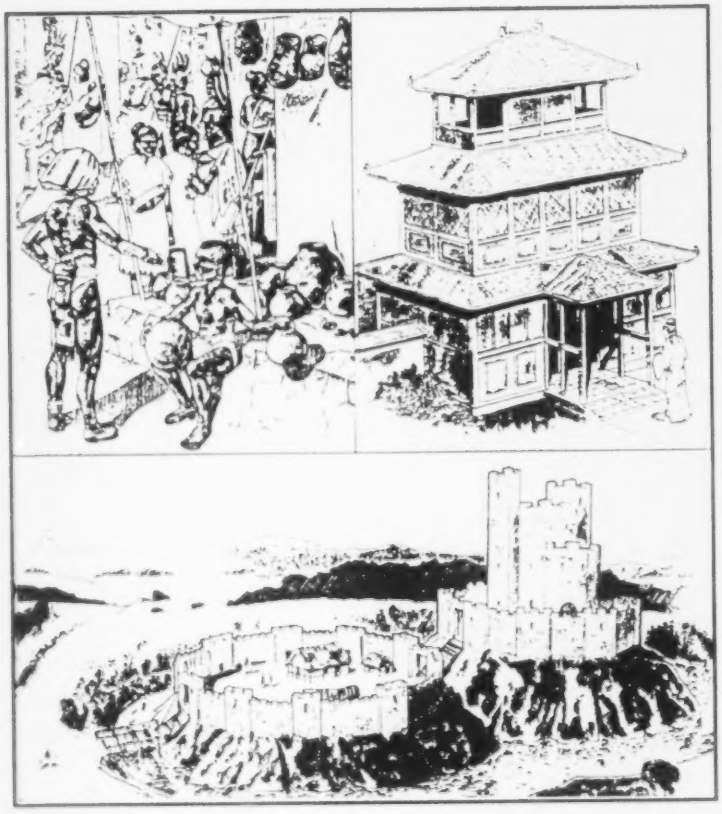

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# Curriculum Guide

Approved by
the Minister of
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Manitoba
Education
and Training

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ISBN 0-7711-1110-X

# ACKNOWLEDGEMENTS

The Curriculum Services Branch of Manitoba Education and Training acknowledges the following team for their assistance in revising and updating the curriculum guide (1992), John Lohrenz who coordinated the revision, Michael Hartley for editing, and Lynn Harrison and Sandy Drummond for word processing.

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The Branch wishes to thank the following individuals for their contributions to the development of the initial curriculum guide (1986).

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The Curriculum Services Branch recognizes and thanks David Morrow for the illustrations, Donna Jones and Marilyn Mackay for developing the outline maps, and Peguis Publishers Limited for giving their permission to reprint illustrations from the textbook, *People Through the Ages*.

The Curriculum Services Branch expresses its appreciation to the members of the Middle Years Social Studies Task Group and the Social Studies Working Party, identified in the *Social Studies K-12 Overview* 1985, and the following teachers who piloted the Grade 8 program in 1984/85.

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| *Bert Friesen* | *St.James-Assiniboia School Division No. 2* |
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# Contents


THE SOCIAL STUDIES PROGRAM VII

PEOPLE THROUGH THE AGES OVERVIEW 3

UNIT I: INTRODUCTION AND LIFE DURING VERY EARLY AND EARLY HISTORIC TIMES 9

Topic 1: Introduction 10
Topic 2: Life in Very Early Times 11
Topic 3: Life in River Valleys: Mesopotamia and/or Egypt 12

UNIT II: CIVILIZATION OF THE PAST 15

Topic 1: Life in a European Civilization: Greece or Rome 15
Topic 2: Life in a Central or South American Civilization: Maya, Aztec, or Inca 15
Topic 3: Life in an Asian or African Civilization: China, India, or Africa 15

UNIT III: LIFE IN EARLY MODERN EUROPE 17

Topic 1: Life During Feudalism 19
Topic 2: Life During the Renaissance 19
Topic 3: Life during the Reformation 20
Topic 4: Life During Colonization and the Industrial Revolution 21

UNIT IV: LIFE IN THE MODERN WORLD 23

Topic 1: Life in Britain – A Developed Society 24
Topic 2: Life in Mexico – A Developing Society 25
Topic 3: Today's World Issues 26

APPENDIX A: IDEAS ON DEVELOPMENT 29

OUTLINE MAPS: FOR USE WITH UNITS I-IV 35

# THE SOCIAL STUDIES PROGRAM

Curriculum guides are produced in three different formats referred to as Level I, II, or III documents. In some subjects/courses, Levels I and II are combined into a single document, for example, Mathematics K-6, while for others separate documents have been developed, for example, Language Arts and Social Studies. The Social Studies documents are defined as follows:

**Level I:** The Level I document, *Social Studies K-12 Overview (1985)*, includes the main thrust, intent, goals, categories of objectives, overall learning and development strategies, a statement on implementation and evaluation as well as an abstract of each of the K-12 grades. These statements, approved by the Minister of Education, constitute provincial policy.

Before teachers begin the Level II document they should become familiar with the intent and thrust of the Level I document.

**Level II:** The Level II document consists of individual grade guides which include the grade overview, unit overviews and topics, focusing questions, specific objectives, and outline maps needed for the course. **The teaching of the identified objectives is mandatory.**

**Level III:** The Level III document provides a detailed instructional package and resource list that supports the implementation of a specific program, such as a Teacher's Guide.

This guide is a Level II document. It should be used in conjunction with the Level I *Social Studies K-12 Overview (1985)* and the Teacher's Guide to ***People Through the Ages***.

## SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

The teaching strategies and learning activities found in the Teacher's Guide to ***People Through the Ages*** have been developed from the topic objectives and the focusing questions. They are suggestions only and are intended to be used at the discretion of the teacher. It is not intended that all activities suggested be attempted.

Each strategy or activity should satisfy one or more of the following categories of objectives:

- knowledge
- thinking and/or research
- attitude and value (generally a discussion type activity)
- social participation

For example, a well-planned social participation activity may satisfy a number of the above objectives.

Even though social participation objectives are indicated in most topics, there is not enough time to do them all. However, teachers must **consider the social participation activities as an important part** of the overall social studies program.

(For further information, see pp. 9-12 of the *Social Studies K-12 Overview 1985.*)

## TEXTBOOKS AND RESOURCE MATERIALS

The approved textbook as well as the recommended resources are identified in the Manitoba Textbook Bureau Catalogue. Other resources are listed in the Teacher's Guide.

## RECOMMENDED TIME ALLOTMENT

The core objectives identified in curriculum guides constitute the basic provincial curriculum expectations for individual grade subjects. Courses should serve as a principal guide to school administrators and teachers in the determination of appropriate time allotments. All schools and school divisions must ensure that sufficient time is allocated **to provide the adequate development of the objectives** of individual programs.

The recommended weekly time allotment for the 7-9 social studies programs is 175 minutes.

## IMPLEMENTATION AND EVALUATION

Administrators and teachers should refer to pages 16-25 of the *Social Studies K-12 Overview (1985)* for information concerning implementation and evaluation.

## COMBINED GRADE 7 AND 8 CLASSES (SMALL SCHOOLS)

It is suggested that whenever Grade 7 and 8 classes are combined, the Grade 7 program be taught in the school term beginning with the odd year, such as, 1991, 1993, 1995, and the Grade 8 program be taught in the school term beginning with the even year, for example, 1992, 1994, 1996.

# PEOPLE THROUGH THE AGES

# PEOPLE THROUGH THE AGES

**Focus:** The way of life of people and the changes that have evolved from very early times to the present.

This course is designed to help students explore the ways that people lived within certain societies of the past and to realize that life today is closely related to developments which have occurred through the ages. Such questions as the following should be emphasized: **"How did people live?" "How does that way of life compare with ours?" "What developments in previous societies are still evident in present day societies?"** Students should be made aware that all societies have not developed or changed at the same rate or to the same degree.

This course, similar to the Grade 7 course, uses as its organizing concept, Spaceship Earth. However, in Grade 8, students examine how people have lived in various compartments of the spaceship at different times throughout history. The intent is not to examine 3000 years of history, but **to encourage students to compare a wide variety of ways of life** of the past and present. This approach enables them to examine contemporary life against a range of alternative possibilities.

The study is divided into four units with suggested time frames given for each unit.

**Unit I: Introduction and Life During Very Early and Early Historic Times**

**Focus:** An introduction to history and exploring the way of life of very early and early historic peoples. *(Suggested Time: School Opening to October 31 – 8 weeks)*

**Unit II: Civilizations of the Past**

**Focus:** The way of life of peoples in some early civilizations. *(Suggested Time: November 1 to February 10 – 11 weeks)*

**Unit III: Life in Early Modern Europe**

**Focus:** To examine the influence of the Middle Ages, the Renaissance, the Reformation, Colonization and Industrial Revolution, on life in early Modern Europe, and in other parts of the world. *(Suggested Time: February 10 to April 30 – 11 weeks)*

**Unit IV: Life in the Modern World**

**Focus:** To introduce the concept of development and examine the way of life in developed and developing societies and to gain a greater awareness of what life is like in a least developed society. The unit also focuses on some of the issues facing countries of the world today and in the future. *(Suggested Time: May 1 to school closing – 7 weeks)*

The course begins with an introduction to history and an examination of life during very early times and continues with an examination of one of the early river civilizations, either the Mesopotamian or Egyptian. Then a study is undertaken of life in ancient civilizations: Greek and/or Roman; Mayan, Incan and/or Aztec; African, Indian, or Chinese. Throughout the study, comparisons are also made with the way of life of our own society.

Following this introduction, students examine how life was shaped and changed by several significant developments in early Modern Europe that have had an impact on today's societies. The Middle Ages, the Renaissance, the Reformation, Colonization, and the Industrial Revolution are studied.

Unit IV compares life in a developed society such as Britain with a developing society, such as Mexico, and concludes with a study of contemporary world issues.

The major purpose of the course is to help students to explore and better understand how people were able to:

- meet survival needs, for example, the need for food, shelter, clothing health, and security
- interact with the physical environment, such as climate, resources or lack of them, and landforms. At the same time, what was their effect on these geographic elements and/or ability to cope with them?
- interact with others, for example, interaction through the family, kinship group, and social organizations
- run their affairs, such as government, both on a small scale (a tribe or a village) and on a large scale country
- go beyond survival needs to secure a degree of comfort and ease
- satisfy non-material needs, which were the needs for entertainment and recreation through music, art, and literature
- explain and interpret the world, the sense of right and wrong, acceptable and unacceptable behaviour, such as values and beliefs
- cope with major issues influencing life in the contemporary world with an emphasis on sustainable development

## An Overview of the Grades 7 and 8

The **Grade 7 Course** views Spaceship Earth from a geographic orientation. The students should obtain a greater understanding of what the "spaceship" is like, how it works, and the interdependence of life on board.

Students understand that among the vast number of stars and planets within this galaxy, there is one special planet, namely, Earth, that it is a moving spaceship among millions of other spaceships. When compared to the size of the galaxy, it is really quite small. Upon closer observation and examination, students realize that Spaceship Earth:

- supports life, the only known planet to have this characteristic

- divides into compartments (countries), called countries, each with its own unique characteristics. Some compartments are very large while others are very small; some are very rich while others are very poor; some are very crowded while others are sparsely populated; some are powerful while others are weak

- contains compartments (countries) with many similarities and differences in landforms, climate, vegetation, soils, resources, and people

- contains societies which have developed a wide variety of ways of life. Some societies have developed ways of doing things for themselves which are very different from the ways in other societies. Examples are production for the basic needs of living, as well as the use of technology for transportation, communication, and producing goods

- contains compartments (countries) in which people have organized themselves in different ways to make decisions. Each compartment has a unique decision-making process

- includes societies in which there are both similarities and differences in such areas as language, customs, values, and tradition. These similarities and differences are noticeable both within the compartments, as well as among the different compartments

- contains societies which can be grouped together because of certain broad similarities. Those societies, for example, which are industrialized may be identified as **developed**[1]; those which are less industrialized as **developing**; and the poorer societies as **least developed**

- includes everything that is necessary for life to exist. The water cycle, the carbon dioxide-oxygen cycle and the nitrogen cycle are examples of how a balance of nature exists to keep "life in balance"

- can develop major challenges if people do not understand the interdependence of countries and the environment in which they exist. If life is to continue, people need **to understand this interdependence and learn to exist in harmony** with each other and the ecosystem

When students have completed the grade seven program, they should have a greater understanding of the characteristics of Spaceship Earth, its inventory, the similarities, the diversities, and the interdependence of life.

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[1] The world map published by CIDA uses the above designations. It can be obtained free from the Canadian International Development Agency, Communications Branch, 200 Promenade du Portage, Hull, Quebec, K1A 0G4, Telephone (819) 997-6100.

The **Grade 8 Course** also uses Spaceship Earth as the organizing concept. This time, however, the spaceship is viewed in terms of "ways of life" or "how people lived" in various parts of Spaceship Earth at different times through history. It is **not** meant to be a world history of 3000 years. The course, however, is intended to lead students to think seriously about the way of life at various times through history. It encourages students to compare a wide variety of "ways of life" of the past and present to enable them to examine contemporary life against a wide range of alternative possibilities.

# UNIT I – INTRODUCTION AND LIFE DURING VERY EARLY AND EARLY HISTORIC TIMES

## INTRODUCTION AND UNIT I OVERVIEW

**Focus**: An introduction to history and exploring the way of life of very early and early historic peoples.

The intent of this unit is to provide students with an opportunity to learn what history is and some of the sources of historical information. Initially, students should gain a greater understanding of how people in very early times met their basic survival needs, how they were influenced by their physical environment, what challenges threatened their survival, and what changes they experienced. Secondly, students should gain a greater understanding of what characterizes a civilization in early historic times and how life has changed from the time of the earliest people. Students examine how early societies organized, how technology began to influence life, and how people in river valleys satisfied their non-material needs. The study concludes with the contributions made by such societies to present day civilizations. *(Suggested time: School Opening to October 31.)*

## INTRODUCTION AND UNIT I TOPICS AND FOCUSING QUESTIONS

### 1. Introduction

- What is history? Why is it important? How does it relate to the lives of students? *Consider the meaning of BC and AD, how centuries are numbered, how calendar originated, the differences in social-oral-visual history.*

- Where do historians get their information? What issues do historians face with reference to information? *Consider: primary sources, dating techniques, reliability, writing "his story" vs "her story."*

- Why does the interpretation of history change? What are the consequences? *Consider why there are different points of view.*

- What is a Society?... A Civilization? What is meant by culture? *Consider how to distinguish between a society and a civilization, and what characterizes culture.*

**2. Life in Very Early Times**

- What challenges do historians face with reference to writing the history of peoples from very early times? *Consider: difficulty in obtaining information, reliability, accuracy, dating, interpretation.*

- How did the people in very early times meet basic needs such as food, shelter, clothing, protection, organization, and decision-making?

- How did the physical and social environment influence their way of life? *Consider: the challenges which threatened their survival and how these were met, settlement patterns, methods of communication, beliefs, migrations, changes, specialization, roles of men, women and children, successes and failures.*

- Which cultural groups live in ways similar to that of people in very early times? How successful are they? What challenges do these groups face?

**3. Life in River Valleys: Mesopotamia and/or Egypt**

- What characterizes a "civilization"? Could a River Valley society such as Mesopotamia or Egypt be called a civilization? *Consider why or why not?*

- How was life for the peoples of a River Valley different from that of peoples from very early times?... How was it similar? *Consider environment, food supply, shelter, clothing, protection, occupations,communication, organization, decision-making, beliefs, technology.*

- How did peoples of the River Valley societies meet their non-material needs? *Consider: music, art, entertainment, recreation, literature, religion.*

- What contributions have these societies made to civilization of today?

## UNIT 1: OBJECTIVES

Students should be able to meet the following objectives:

### TOPIC 1: INTRODUCTION

***Knowledge Objectives***

- describe what is meant by history.
- recognize the terms BC and AD on a time line.

- recognize the numbering system for identifying each century.
- recognize the origins of calendars.
- define the terms: society, civilization, culture.

***Thinking and Research Skill Objectives***

- research and outline how historians get their information.
- formulate questions that a good historian should ask and answer about history.
- research why most of history is "his story" as opposed to "her story"?
- research what is meant by "good" history writing as opposed to "poor" history writing.

***Attitude and Values Objectives***

- discuss why it so important for historians, archaeologists, and scholars to be accurate in their work.
- discuss how history and the study of history influences the lives of students.
- discuss the consequences of changing historical interpretation.

***Social Participation***

- plan and carry out an activity, as a class, which identifies a variety of sources historians or archaeologists use to obtain their information. In small groups choose one of these sources and research how historians and archaeologists do their work. Share your findings with the other groups.

## TOPIC 2: LIFE IN VERY EARLY TIMES

***Knowledge Objectives***

- describe how peoples in very early times met basic needs such as food, shelter, clothing, protection, organization, and decision making.
- list the reasons why early human settlements were tentative and why these peoples had to migrate frequently.

***Thinking and Research Skill Objectives***

- research how the physical and social environments influenced, challenged, and changed the way of life of peoples during very early times.
- outline the contributions that very early societies have made to "life today."

### *Attitude and Values Objectives*

- discuss the roles of the different gender and socio-economic groups in the societies of early times.
- discuss the challenges facing present cultural groups who experience a way of life similar to the groups of early times.
- evaluate the validity of the statement "the good old days" with reference to life in early times.

### *Social Participation Objectives*

- plan and carry out activities aimed at increasing the awareness of those institutions which preserve and exhibit artifacts and ruins of the past.
- plan and carry out activities that simulate the experience of early humans who had to use limited resources to meet these basic needs.

## TOPIC 3: LIFE IN RIVER VALLEYS: MESOPOTAMIA AND/OR EGYPT

### *Knowledge Objectives*

- develop a definition of the term "civilization."
- recognize and identify those features which characterize most civilizations.
- place the River Valley of Mesopotamia and/or Egypt on an appropriate time-line.
- describe how peoples of River Valley societies met their non-material needs of music, art, literature, recreation, entertainment, and religion.

### *Thinking and Research Skill Objectives*

- research how life for the peoples of a River Valley differed from that of peoples from very early times ... how it was similar to that of peoples from very early times.
- outline how the roles of men, women, and children differed in a River Valley society.
- outline the contributions that River Valley societies have made to contemporary society.

### *Attitude and Values Objectives*

- discuss to what extent Mesopotamia or Egypt could be called a civilization.
- outline and discuss those things that were valued by River Valley societies.
- identify and discuss the aspects of the River Valley society which you value.

### *Social Participation Objectives*

- carry out a project or display, which illustrates life in a river civilization.

## SUGGESTED TEACHING AND LEARNING STRATEGIES

The suggested student activities for each unit are outlined in the recommended Teacher's Guide, *People Through the Ages*, available from the Manitoba Textbook Bureau #51806. The Teacher's Guide, congruent with the curriculum guide and textbook *People Through the Ages*, is an extensive guide of over 300 pages of suggestions, ideas, and activities.

# UNIT II – CIVILIZATIONS OF THE PAST

## UNIT II OVERVIEW

**Focus:** To examine the way of life of peoples in some early civilizations.

This unit encourages students to explore civilizations of the past in different parts of the world. Students will be able to gain a greater understanding not only of life in a European civilization (Greek or Roman), but also of life in a Central or South American civilization (Mayan, Incan, or Aztec), as well as life in civilizations in other parts of the world (African, Indian, or Chinese). Students should develop a greater understanding of the increasing complexity of life, stages of development, and the contributions these civilizations have made to present-day society. *(Suggested time: November 1 to February 10 – 11 weeks)*

## UNIT II TOPICS AND FOCUSING QUESTIONS

A **minimum** of **one** civilization is to be selected from each of the following topics.

1. **Life in an European Civilization: Greece or Rome**
2. **Life in a Central or South American Civilization: Maya, Aztec, or Inca**
3. **Life in an Asian or African Civilization: China, India, or Africa**

The following focusing questions should be applied to the study of the civilization(s) selected from each topic.

- When and where did the civilization flourish? What were some significant characteristics of the civilization?

- How did the peoples of the civilization meet their basic needs? What changes were evident from the very early and early societies? *Consider: food, shelter, clothing, health, security, social organization, communication, transportation, decision-making.*

- What forces shaped or influenced the development of this civilization? *Consider: environmental, social-religious, mythical, philosophical, roles of men, women, children, values and technology.*

- What aspects did the civilization introduce into the world that are still considered important today?...What aspects are not considered important today? *Consider: institutions, ideas, values, beliefs, inventions, technologies.*

- What caused the decline of the civilization?

## UNIT II OBJECTIVES

The following objectives, where applicable, are to be met from each civilization selected from Topics 1, 2, and 3.

### *Knowledge Objectives*

- recognize the time period during which the civilization flourished and its location in the world.
- locate the civilization on the time-line and on a map.
- describe the geographic factors which significantly influenced the development of the civilization.
- describe how the people of the civilization met their basic survival needs.

### *Thinking and Research Skill Objectives*

- research the appropriate geographic features of the civilization and place these on an outline map.
- summarize the significant features and forces that shaped the civilization.
- compare and contrast the civilization with the peoples of early historic times and with our own civilization under headings such as food,shelter, clothing, health, security, transportation, organization, institutions.
- research how the roles of men, women, and children differed in the civilization.
- explain how the civilization has contributed to our way of life.

### *Attitude and Values Objectives*

- outline the characteristics and values which you think were important for that civilization and justify your answer.
- share what the civilization introduced that is considered important or valued by civilizations today...What is not considered important or valued by most civilizations today.
- discuss what caused the decline of the civilization.

### *Social Participation*

- plan and carry out a group activity aimed at increasing the awareness of the way of life of one of the civilizations.

## SUGGESTED TEACHING AND LEARNING STRATEGIES

The suggested student activities for each unit are outlined in the recommended Teacher's Guide, *People Through the Ages*, available from the Manitoba Textbook Bureau #51806. The Teacher's Guide, congruent with the curriculum guide and textbook *People Through the Ages*, is an extensive guide of over 300 pages of suggestions, ideas, and activities.

# UNIT III – LIFE IN EARLY MODERN EUROPE

## UNIT III OVERVIEW

**Focus:** To examine the influence of the Middle Ages; the Renaissance, the Reformation, Colonization, and the Industrial Revolution, on life in early Modern Europe, and in other parts of the world.

This unit enables students to examine the way in which life was shaped and changed by historical developments in early modern Europe and their influence on the development of today's societies. The periods studied include the Middle Ages, the Renaissance, the Reformation, Colonization, and the Industrial Revolution. Through the study of Middle Ages, students explore the organization of society and the impact that it had on the life of the people.

Students examine how the Renaissance era affected and influenced the life of the people in Europe as well as elsewhere. Through the study of the Reformation period, students gain a greater understanding of the influence and impact of religion on the life of the people. The study of Colonization and the Industrial Revolution enables students to understand more fully the development of the world. *(Suggested time: February 10 to April 30 – 11 weeks)*

## UNIT III TOPICS AND FOCUSING QUESTIONS

### 1. Life During Feudalism

- What is meant by "the Middle Ages"? What are some of the main characteristics of this period?

- What is feudalism? What are its main characteristics? Why did it develop? What were its strengths and weaknesses? *Consider: the development of towns, guilds, middle class; way of life – roles of men, women, and children in the different socio-economic groups; role of religion; the changes from earlier societies.*

- What caused the decline of the feudal system? What aspects of feudal society are still evident in society today? In what ways was the feudalism system good?... Not good?

- What were the Crusades and why did they take place? What influences did the Crusades have on medieval Europe?

- What contributions did the Middle Ages bring to present-day society?

## 2. Life During the Renaissance

- What is the Renaissance? What are its main characteristics? Why did it develop? What were its strengths and weaknesses? *Consider: the way of life during this time – meeting basic needs, social groups arising, role of the individual, roles of men, women, and children in different socio-economic groups.*

- What new values, ideas, and attitudes developed during this time in such areas as art, music, literature, science, and politics? Where was this influence felt? To what extent are the influences of the Renaissance evident in society today?

- How did the knowledge of the world expand during the Renaissance? What effect did this have on Europe?... On other parts of the world?

- How has the present-day world benefited or been influenced by the Renaissance?

## 3. Life During the Reformation

- What was the Reformation? What were its main characteristics? Why and how did it occur? What were its strengths and weaknesses? *Consider: way of life during this period, changes demanded of the Church, individuals and groups involved, role of men, women and children in different socio-economic groups, influence of the Reformation.*

- What major changes characterized this period both within the Church and outside the Church?

- How did the Reformation affect Europe?...The world?

- What is the importance and influence of religion in the world today? *Consider different parts of the world and impact of different religions.*

## 4. Life During Colonization and the Industrial Revolution

- What is meant by the term "Colonization"? What were its main characteristics? Why and how did it occur? What were its positive and negative aspects? *Consider: the main participants, the main reasons for establishing the colonial system, the changes and impact on the world.*

- What was the Industrial Revolution? What were its main characteristics? Why and how did it occur? What were its strengths and weaknesses? *Consider: the changing way of life resulting from the industrial revolution both for the "Colonial Powers" and the "Colonies" – for men, women and children.*

– How have the colonial system and the Industrial Revolution influenced our lives today?

## UNIT III OBJECTIVES

### TOPIC 1: LIFE DURING FEUDALISM

Students should be able to meet the following objectives:

***Knowledge Objectives***

- recognize the meaning of "the Middle Ages" and its characteristics.
- describe the role of the Church in feudal society.
- identify the effects and influences of the Crusades on Medieval Europe.

***Thinking and Research***

- define feudalism and outline its characteristics and how it developed.
- research and describe what life was like under the feudal system for the men, women, and children of different socio-economic groups.
- analyze how life in medieval society differed from that of life in Greece or Rome.

***Attitude and Values Objectives***

- discuss the strengths and weaknesses of feudal society.
- discuss the extent to which remnants of the feudal system are evident in contemporary society.
- evaluate the contributions that originate with the Middle Ages and are valued by society today.

***Social Participation***

- plan and carry out a group activity aimed at increasing awareness of the way of life in a medieval society.

### TOPIC 2: LIFE DURING THE RENAISSANCE

***Knowledge Objectives***

- describe what is meant by the term "Renaissance" and identify the region where it was most evident.
- identify the social conditions out of which the Renaissance emerged.

- identify some of the personalities during the Renaissance and list their contributions in areas such as art, music, literature, science, and politics.
- describe how the knowledge of the world expanded during the Renaissance and how this affected Europe and the world.

### *Thinking and Research Skill Objectives*

- research and draw comparisons between Renaissance and medieval societies in the following areas: ways of life and roles of men, women, and children in different socio-economic groups; arts, sciences, political theories.
- chart the geographic areas explored by Europeans during the Renaissance.
- research how the roles of the individual changed and emerged during the Renaissance.
- summarize how the present-day world has benefited or been influenced by the Renaissance.

### *Attitude and Values Objectives*

- examine and discuss the new values, ideas, and attitudes that developed during the Renaissance.
- discuss and outline the strengths and weaknesses of the Renaissance period.
- share your views of European attitudes toward people in the New World and relate them to present-day.

### *Social Participation*

- plan and carry out a group activity aimed at increasing an awareness of the Renaissance.

## TOPIC 3: LIFE DURING THE REFORMATION

### *Knowledge Objectives*

- describe what is meant by the term "Reformation."
- identify what was meant by the term "Protestant" during the Reformation and describe the meaning of Protestant today.
- identify the important leaders of the Reformation and describe their contributions.

### *Thinking and Research Skill Objectives*

- research and outline the causes of the Reformation and the changes which occurred because of it.
- analyze the importance and influence of religion in the world today.
- compare the influence of religious leaders of the Reformation with that of our time.

### *Attitude and Values Objectives*

- debate whether or not "Protestants" had legitimate causes to demand changes of the Church.
- share and discuss your views on the methods used to bring about change during the Reformation.
- discuss how the Reformation affected Europe and the world.

### *Social Participation*

- plan and develop a project which demonstrates the importance of religion in some part of the world in the past or present.

## TOPIC 4: LIFE DURING COLONIZATION AND THE INDUSTRIAL REVOLUTION

### *Knowledge Objectives*

- describe what is meant by the term "Colonization" and identify the countries involved.
- identify the significant characteristics of "Colonization."
- describe what is meant by the "Industrial Revolution" and identify its main characteristics.

### *Thinking and Research Skill Objectives*

- summarize why many European countries chose to obtain colonies for themselves.
- research how and why the Industrial Revolution occurred.
- analyze and critique how the way of life changed for many people as a result of the Industrial Revolution.

### *Attitude and Values Objectives*

- discuss the positive and negative aspects of colonization both from the viewpoint of the way of life for the "colonizers" and for the colonists.
- discuss how the Industrial Revolution was something positive that occurred and how it was something negative.
- evaluate how Colonization and the Industrial Revolution have affected the contemporary world.

### *Social Participation*

- plan and carry out a group activity aimed at increasing awareness of either the effects of Colonization or the Industrial Revolution.

## SUGGESTED TEACHING AND LEARNING STRATEGIES

The suggested student activities for each unit are outlined in the recommended Teacher's Guide, *People Through the Ages*, available from the Manitoba Textbook Bureau #51806. The Teacher's Guide, congruent with the curriculum guide and textbook *People Through the Ages*, is an extensive guide of over 300 pages of suggestions, ideas, and activities.

# UNIT IV – LIFE IN THE MODERN WORLD

## UNIT IV OVERVIEW

**Focus:** To introduce the concept of development and examine the way of life in developed and developing societies and to gain a greater awareness of what life is like in a least developed society. The unit also focuses on some of the issues facing countries of the world today and in the future.

The countries of the world are all in various stages of economic and social development. In general, countries with higher standards of living and larger industrial bases are identified as developed countries. Countries with lower standards of living and smaller industrial bases are called developing countries while those countries with very low standards of living and very small industrial bases are identified as the least developed countries. This unit gives students an opportunity to develop a greater awareness of what development[1] is and what it is like to live in a developed society such as Britain and in a developing society such as Mexico. In addition, students will examine issues facing developed, developing and least developed societies. Issues related to population growth, health care, education and literacy, housing, energy, differing ideologies, human rights, migration, sustainable development, industrialization, peace and war, multinational corporations, and trade will be explored in context of how they affect the way of life. *(Suggested time: May 1 to school closing – 7 weeks)*

## UNIT IV TOPICS AND FOCUSING QUESTIONS

### 1. Life in Britain – A Developed Society

- What is meant by the term "development" in the context of developed, developing, and least developed countries.
- What is meant by the term "developed country"? What are the characteristics of a developed society? Where are most of the developed countries located?
- How do people in a developed country meet their basic needs? *Consider: food, clothing, shelter, health, security.*
- What challenges face developed countries? *Consider: the moral/ethical obligations of developed countries vis-a-vis least developed countries.*

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[1] See Appendix for "Ideas on Development."

**2. Life in Mexico – A Developing Society**

- What is meant by the term "developing country"? What are the characteristics of a developing society? Where are most of the developing countries located?

- How do people in a developing country met their basic needs? How does this compare with a developed country?... With a least developed country? *Consider: food, clothing, shelter, health, security.*

- What challenges face developing countries? How are they different from those of developed societies?... Least developed societies?

**3. Today's World Issues**

- What does the term "global village" mean? Is it an appropriate term? *Consider: why or why not?*

- What is a global or world issue? What are some of the "bigger issues" facing the world today? Why is it important that people understand world issues? *Consider in the context of developed, developing, and least developed societies.*

- What is sustainable development? Why is it being promoted?

- How do the ideologies of free enterprise, socialism and communism differ in terms of organizing and operating a society? Where have these ideologies become a part of large organized societies? To what extent have societies with differing ideologies been successful in promoting their values?... Unsuccessful? *Consider: in the context of developed, developing, least developed societies.*

## UNIT IV OBJECTIVES

Students should be able to meet the following objectives:

### TOPIC 1: LIFE IN BRITAIN – A DEVELOPED SOCIETY

***Knowledge Objectives***

- describe what is meant by the terms development, developed countries, developing countries, and least developed countries. Recognize the main characteristics of each.
- locate Britain on a world map and outline the main geographic features on a map of Britain.

### *Thinking and Research Skill Objectives*

- explain why Britain is considered a developed country.
- research and describe how people in a developed country, such as Britain, meet their basic needs and assess their way of life.

### *Attitude and Values Objectives*

- discuss the challenges which face a developed society such as Britain and suggest how some of these challenges can be met.
- discuss some of the changes that have occurred in Britain since the Industrial Revolution.

## TOPIC 2: LIFE IN MEXICO - A DEVELOPING SOCIETY

### *Knowledge Objectives*

- locate Mexico on a world map and outline the main geographic features on a map of Mexico.
- identify the characteristics of Mexico that describe it as a developing society rather than a developed or least developed society.

### *Thinking and Research Skill Objectives*

- examine and summarize how people in a developing country such as Mexico meet their basic needs and compare and contrast this with a developed society such as Britain.
- research and outline how there is an interdependence among developing, developed, and least developed countries.

### *Attitude and Values Objective*

- discuss why and how the challenges facing a developing society such as Mexico compare with those facing a developed society ... a least developed society.
- evaluate the way of life in a developing society such as Mexico.

### *Social Participation*

- plan and carry out group activities which develop a greater understanding of what life is like in:

  **– developed societies**
  **– developing societies**
  **– least developed societies**

## TOPIC 3: TODAY'S WORLD ISSUES

### *Knowledge Objectives*

- describe what is meant by the term "global village." Outline why this term is or is not appropriate.
- describe what is meant by the term "global" or "world issue."
- describe what is meant by the term sustainable development.
- identify the main characteristics of free enterprise, socialism, and communism.

### *Thinking and Research Skill Objectives*

- research and complete a list of major world issues facing the developed, developing, and least developed societies.
- research and outline why sustainable development is an important issue for everyone.
- research and outline the kind of action students can take to promote sustainable development in their community.
- examine the Universal Declaration of Human Rights and summarize the universal rights to which all people are entitled.
- complete lists of those countries that have primarily free enterprise economies; socialist economies; communist economies; and mixed economies.

### *Attitude and Values Objectives*

- discuss why it is important that people have some understanding of global or world issues.
- share what you would consider to be solutions to specific world issues.
- discuss with students to what extent the concept of sustainable development is being implemented in their community and in their province.
- evaluate to what extent the Universal Declaration of Human Rights has been implemented.
- summarize and discuss the advantages and disadvantages of implementing the values of free enterprise, socialism, and communism in developed, developing, and least developed societies.

### *Social Participation*

- plan and develop a group activity aimed at increasing awareness of a major issue facing the world and ways in which countries can get together to solve the issue or diminish its impact.

## SUGGESTED TEACHING AND LEARNING STRATEGIES

The suggested student activities for each unit are outlined in the recommended Teacher's Guide, *People Through the Ages*, available from the Manitoba Textbook Bureau #51806. The Teacher's Guide, congruent with the curriculum guide and textbook *People Through the Ages*, is an extensive guide of over 300 pages of suggestions, ideas and activities.

# APPENDIX A

## IDEAS ON DEVELOPMENT[1]: BACKGROUND FOR TEACHERS

Development is a descriptive term that describes the overall level of well-being of a society at a specific time in history. The significant descriptive terms are developed, developing, and least developed.[2]

The most developed societies are those societies which recognize, implement and support most closely the political, economic, social, cultural, and environmental principles outlined in the Universal Declaration of Human Rights and in the Rio Declaration on Environment and Development. The least developed societies are those societies which least recognize, implement, and support those principles. All societies will be somewhere on the continuum between the least developed and the most developed societies. No societies exist which fully maintain all principles outlined in these two declarations.

Each society, through its institutions, makes political, economic, social, cultural, and environmental choices, expressed through the institutions, which determines the degree of development. The more congruent the choices are to the principles expressed in the two Declarations, the more developed that society will be. Conversely, the more incongruent the choices, the less developed that society.

This makes it possible to analyze and compare societies on similar principles, and determine, in general, their level of development. This may well mean that some societies may be highly developed with respect to some aspects, but significantly less developed in others. The generalization about whether a society is least developed, developing, or developed, can be made only after a sufficient number of the principles have been applied and analyzed in the context of that particular society's way of life.

This may be illustrated as follows:

| **Least Developed Society** | **Developing Society** | **Developed Society** |
|---|---|---|
| | **Continuum** | |
| *The goals and ideals of the society are the least congruent with those expressed in the Universal Declaration of Human Rights and in the Rio Declaration on Environment and Development.* | | *The goals and ideals of the society are the most congruent with those expressed in the Universal Declaration of Human Rights and in the Rio Declaration on Environment and Development.* |

[1] *Ideas on Development has been written by John Lohrenz, Social Studies Consultant, Curriculum Services Branch, Manitoba Education and Training.*

[2] *The terms least developed, developing, and developed are used by CIDA on their map "Developing World."*



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# Universal declaration of human rights

**Whereas** recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

**Whereas** disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

**Whereas** it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

**Whereas** it is essential to promote the development of friendly relations between nations,

**Whereas** the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

**Whereas** Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

**Whereas** a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

**Now therefore, the General Assembly proclaims**

**This Universal Declaration of Human Rights** as a common standard of achievement for all peoples and all nations to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

**Article 1**
All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

**Article 2**
Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

**Article 3**
Everyone has the right to life, liberty and security of person.

**Article 4**
No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

**Article 5**
No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

**Article 6**
Everyone has the right to recognition everywhere as a person before the law.

**Article 7**
All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

**Article 8**
Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

**Article 9**
No one shall be subjected to arbitrary arrest, detention or exile.

**Article 10**
Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

**Article 11**
(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

**Article 12**
No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

**Article 13**
(1) Everyone has the right to freedom of movement and residence within the borders of each state.
(2) Everyone has the right to leave any country, including his own, and to return to his country.

**Article 14**
(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.
(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

**Article 15**
(1) Everyone has the right to a nationality.
(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

**Article 16**
(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
(2) Marriage shall be entered into only with the free and full consent of the intending spouses.
(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

**Article 17**
(1) Everyone has the right to own property alone as well as in association with others.
(2) No one shall be arbitrarily deprived of his property.

**Article 18**
Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

**Article 19**
Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

**Article 20**
(1) Everyone has the right to freedom of peaceful assembly and association.
(2) No one may be compelled to belong to an association.

**Article 21**
(1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
(2) Everyone has the right of equal access to public service in his country.
(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

**Article 22**
Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

**Article 23**
(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
(2) Everyone, without any discrimination, has the right to equal pay for equal work.
(3) Everyone who works has the right to just and favourable remuneration insuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
(4) Everyone has the right to form and to join trade unions for the protection of his interests.

**Article 24**
Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

**Article 25**
(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

**Article 26**
(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
(3) Parents have a prior right to choose the kind of education that shall be given to their children.

**Article 27**
(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

**Article 28**
Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

**Article 29**
(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.
(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

**Article 30**
Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.


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# UNCED

## The Earth Summit

UNCED – the historic United Nations Conference on Environment and Development, held in Rio de Janeiro, Brazil, 3-14 June 1992, adopted and agreed on the following:

### Rio Declaration on Environment and Development

**Principle 1:**
Human beings are at the centre of concerns for sustainable development. They are entitled to a healthy and productive life in harmony with nature.

**Principle 2:**
States have, in accordance with the Charter of the United Nations and the principles of international law, the sovereign right to exploit their own environmental and developmental policies, and the responsibility to ensure that activities within their jurisdiction or control do not cause damage to the environment or other States or of areas beyond the limits of national jurisdiction.

**Principle 3:**
The right to development must be fulfilled so as to equitably meet developmental and environmental needs of present and future generations.

**Principle 4:**
In order to achieve sustainable development, environmental protection shall constitute an integral part of the development process and cannot be considered in isolation from it.

**Principle 5:**
All States and all people shall cooperate in the essential task of eradicating poverty as an indispensable requirement for sustainable development, in order to decrease the disparities in standards of living and better meet the needs of the majority of the people of the world.

**Principle 6:**
The special situation and needs of developing countries, particularly the least developed and those most environmentally vulnerable shall be given special priority. International actions in the field of environment and development should also address the interests and needs of all countries.

**Principle 7:**
States shall cooperate in spirit of global partnership to conserve, protect and restore the health and integrity of the earth's eco-system. In view of the different contributions to global environmental degradation, States have common but differential responsibilities. The developed countries acknowledge the responsibility that they bear in the international pursuit of sustainable development in view of the pressures their societies place on the global environment and of the technologies and financial resources they command.

**Principle 8:**
To achieve sustainable development and a higher quality of life for all people, states should reduce and eliminate unsustainable patterns of production and consumption and promote appropriate demographic policies.

**Principle 9:**
States should cooperate to strengthen endogenous capacity, building for sustainable development by improving scientific understanding through exchanges and scientific and technological knowledge, and by enhancing the development, adaptation, diffusion and transfer of technologies, including new and innovative technologies.

**Principle 10:**
**Environmental issues are best handled with the participation of all concerned citizens, at the relevant level.** At the national level, each individual shall have appropriate access to information concerning the environ-ment that is held by public authori-ties, including information on hazardous materials and activities in their communities, and the oppor-tunity to participate in decision making processes. **States shall facilitate and encourage public awareness and participation by making information widely available.** Effective access to judicial and administrative proceedings, including redress and remedy, shall be provided.

**Principle 11:**
States shall enact effective environmental legislation. Environmental standards, management objectives and priorities should reflect the environmental and developmental context to which they apply. Standards applied by some countries may be inappropriate and of unwarranted economic and social cost to other countries, in particular developing countries.

**Principle 12:**
States should cooperate to promote a supportive and open international economic system that would lead to economic growth and sustainable

development in all countries, to better address the problems of environmental degradation. Trade policy measures for environmental purposes should not constitute a means of arbitrary or unjustifiable discrimination or a disguised restriction on international trade. Unilateral actions to deal with environmental challenges outside the jurisdiction of the importing country should be avoided. Environmental measures addressing transboundary or global environmental problems should, as far as possible, be based on an international consensus.

**Principle 13:**
States shall develop national law regarding liability and compensation for the victims of pollution and other environmental damage. States shall also cooperate in an expeditious and more determined manner to develop further international law regarding liability and compensation for adverse effects of environmental damage caused by activities within their jurisdiction or control to areas beyond their jurisdiction.

**Principle 14:**
States should effectively cooperate to discourage or prevent the relocation and transfer to other States of any activities and substances that cause severe environmental degradation or are found to be harmful to human health.

**Principle 15:**
In order to protect the environment, the precautionary approach shall be widely applied by States according to their capabilities. Where there are threats of serious or irreversible damage, lack of full scientific certainty shall not be used as a reason for postponing cost-effective measures to prevent environmental degradation.

**Principle 16:**
National authorities should endeavour to promote the internalization of environmental costs and the use of economic instruments, taking into account the approach that the polluter should, in principle, bear the cost of pollution, with due regard to the public interest and without distorting international trade and investment.

**Principle 17:**
Environmental impact assessment, as a national instrument, shall be undertaken for proposed activities that are likely to have a significant adverse impact on the environment and are subject to a decision of a competent national authority.

**Principle 18:**
States shall immediately notify other states of any natural disasters or other emergencies that are likely to produce sudden harmful effects on the environment of those States. Every effort shall be made by the international community to help States so afflicted.

**Principle 19:**
States shall provide prior and timely notification and relevant information to potentially affected States on activities that may have a significant adverse transboundary environmental effect and shall consult with those States at an early stage and in good faith.

**Principle 20:**
Women have a vital role in environmental management and development. Their full participation is therefore essential to achieve sustainable development.

**Principle 21:**
The creativity, ideals and courage of the youth of the world should be mobilized to forge a global partnership in order to achieve sustainable development and ensure a better future for all.

**Principle 22:**
Indigenous people and their communities, and other local communities, have a vital role in environmental management and development because of their knowledge and traditional practices. States should recognize and duly support their identity, culture and interests and enable their effective participation in the achievement of sustainable development.

**Principle 23:**
The environment and natural resources of people under oppression, domination and occupation shall be protected.

**Principle 24:**
Warfare is inherently destructive of sustainable development. States shall therefore respect international law, providing protection for the environment in times of armed conflict and cooperate in its further development, as necessary.

**Principle 25:**
Peace, development and environment protection are interdependent and indivisible.

**Principle 26:**
States shall resolve all their environmental disputes peacefully and by appropriate means in accordance with the Charter of the United Nations.

**Principle 27:**
States and people shall cooperate in good faith and in a spirit of partnership in the fulfillment of the principles embodied in this Declaration and in the further development of international law in the field of sustainable development.

# Earth Covenant

## A Citizens' Treaty for Common Ecological Security

### Preamble

We, the peoples of the Earth, rejoice in the beauty and wonder of the lands, skies, waters, and life in all its diversity. Earth is our home. We share it with all other living beings.

Yet we are rendering the Earth uninhabitable for the human community and for many species of life. Lands are becoming barren, skies fouled, waters poisoned. The cry of people whose land, livelihood and health are being destroyed is heard around the world. The Earth itself is calling us to awaken.

We and all living beings depend upon the Earth and upon one another for our common existence, well-being, and development. Our common future depends upon a reexamination of our most basic assumptions about humankind's relationship to the Earth. We must develop common principles and systems to shape this future in harmony with the Earth.

Governments alone cannot secure the environment. As citizens of the world, we accept responsibility in our personal, occupational and community lives, to protect the integrity of the Earth.

### Principles and Commitments

In covenant with each other and on behalf of the whole Earth community, we commit ourselves to the following principles and actions:

• *Relationship with the Earth:* All Life forms are sacred. Each human being is a unique and integral part of the Earth's community of life and has a special responsibility to care for life in all its diverse forms.

Therefore, we will act and live in a way that preserves the natural life processes of the Earth and respects all species and their habitats. We will work to prevent ecological degradation.

• *Relationship with Each Other:* Each human being has the right to a healthful environment and to access to the fruits of the Earth. Each also has a continual duty to work for the realization of these rights for present and future generations.

Therefore—concerned that every person have food, shelter, pure air, potable water, education, employment, and all that is necessary to enjoy the full measure of human rights—we will work for more equitable access to the Earth's resources.

• *Relationship Between Economic and Ecological Security:* Since human life is rooted in the natural processes of the Earth, economic development, to be sustainable, must preserve the life-support systems of the Earth.

Therefore, we will use environmentally protective technologies and promote their availability to people in all parts of the Earth. When doubtful about the consequences of economic goals and technologies on the environment, we will allow an extra margin of protection for nature.

• *Governance and Ecological Security:* The protection and enhancement of life on Earth demand adequate legislative, administrative and judicial systems at appropriate local, national, regional, and international levels. In order to be effective, these systems must be empowering, participatory, and based on openness of information.

Therefore, we will work for the enactment of laws that protect the environment and promote their observance through educational, political and legal action. We shall advance policies of prevention rather than only reacting to ecological harm.

Declaring our partnership with one another and with our Earth, we give our word of honor to be faithful to the above commitments.

_____

*(Signature)*

---

I have signed the Earth Covenant, committing myself with others around the Earth to live an ecologically responsible life. Please enter my signature and address (below) in the Register of Signatories to the Earth Covenant, to be presented at the 1992 World Conference on the Environment and other global environmental forums in the 1990s.

*(Signature)* _____ *(Print Full Name)* _____

*(Street Address)* _____

*(City)* _____ *(State)* *(Zip)* *(Country)*

**PLEASE DETACH THIS FORM ON DOTTED LINE AND RETURN TO:**

**Earth Covenant • c/o Global Education Associates • 475 Riverside Drive • Suite 456 • New York, NY 10115 • (212)870-3290**

Background On
THE EARTH COVENANT:
A Citizens' Treaty for Common Ecological Security

## WHAT IS THE EARTH COVENANT?

The Earth Covenant is a deep commitment or covenant made between ordinary people all around the world to care for the Earth and each other. It recognizes that governments alone cannot assure environmental sustainability and basic human needs for present and future generations. We the people also play an important role. The Earth Covenant - with its four principles providing an integrated framework for ecological security - is a vehicle for citizens to become an active part of a broadly-based, multi-issue global citizens' movement. We are at a new stage in the evolution of democracy. We can make agreements or treaties with each other to act responsibly and take initiatives on behalf of the environment and development. In doing so we are helping to advance a global ethic and culture of ecological responsibility.

## HOW WAS THE EARTH COVENANT WRITTEN?

More than 1,000 people in 80 countries were invited to send their ideas for a citizens' treaty for common ecological security. Responses came from hundreds of people and organizations in rich and poor countries, North and South, East and West, and all walks of life. Using this input, 19 people from nine countries met near New York City in September, 1989, to draft the covenant text. It was then sent around the world for signature and action by the world's peoples.

## WHO HAS SIGNED THE EARTH COVENANT?

The Earth Covenant has been translated into more than twenty languages and has been signed by more than a million people in 80 countries. It has been used by many groups in many settings including civic, educational, religious, business, youth, media, NGOs and many others. It has been endorsed by the United Nations Environment Programme (UNEP) and many other international organizations.

## WHAT DOES IT MEAN TO SIGN THE EARTH COVENANT?

The Earth Covenant is not something to be signed and forgotten. It is a deep commitment to live one's life by the four principles in the Covenant. The principles provide an integrated framework for achieving ecological security. Signing the Earth Covenant is a first step toward further action. The Covenant does not tell people what to do. Rather, each person, working with others, should decide what efforts are most needed in their own communities and countries and how they can best contribute to these efforts.

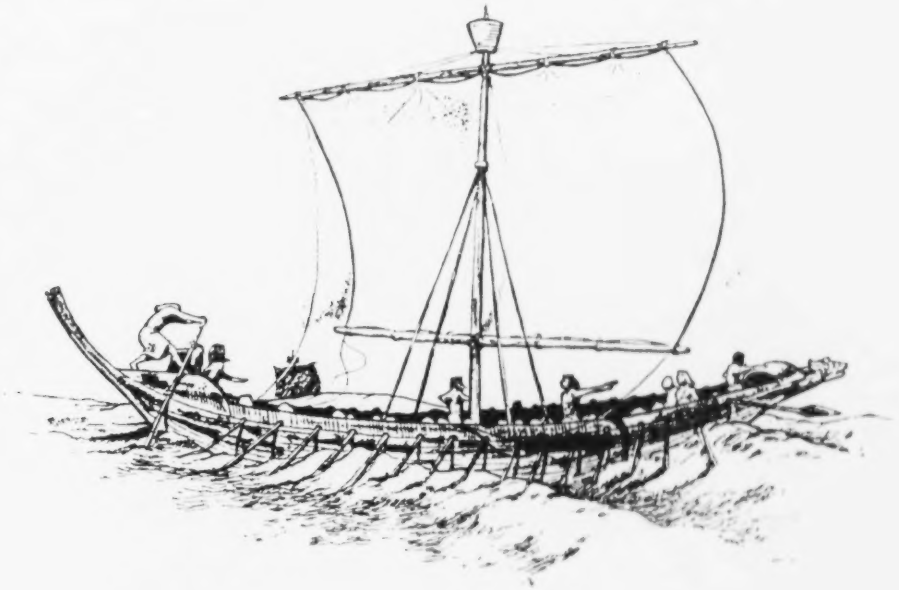
## WHAT IS THE TIME-LINE FOR SIGNATURES AND ACTION?

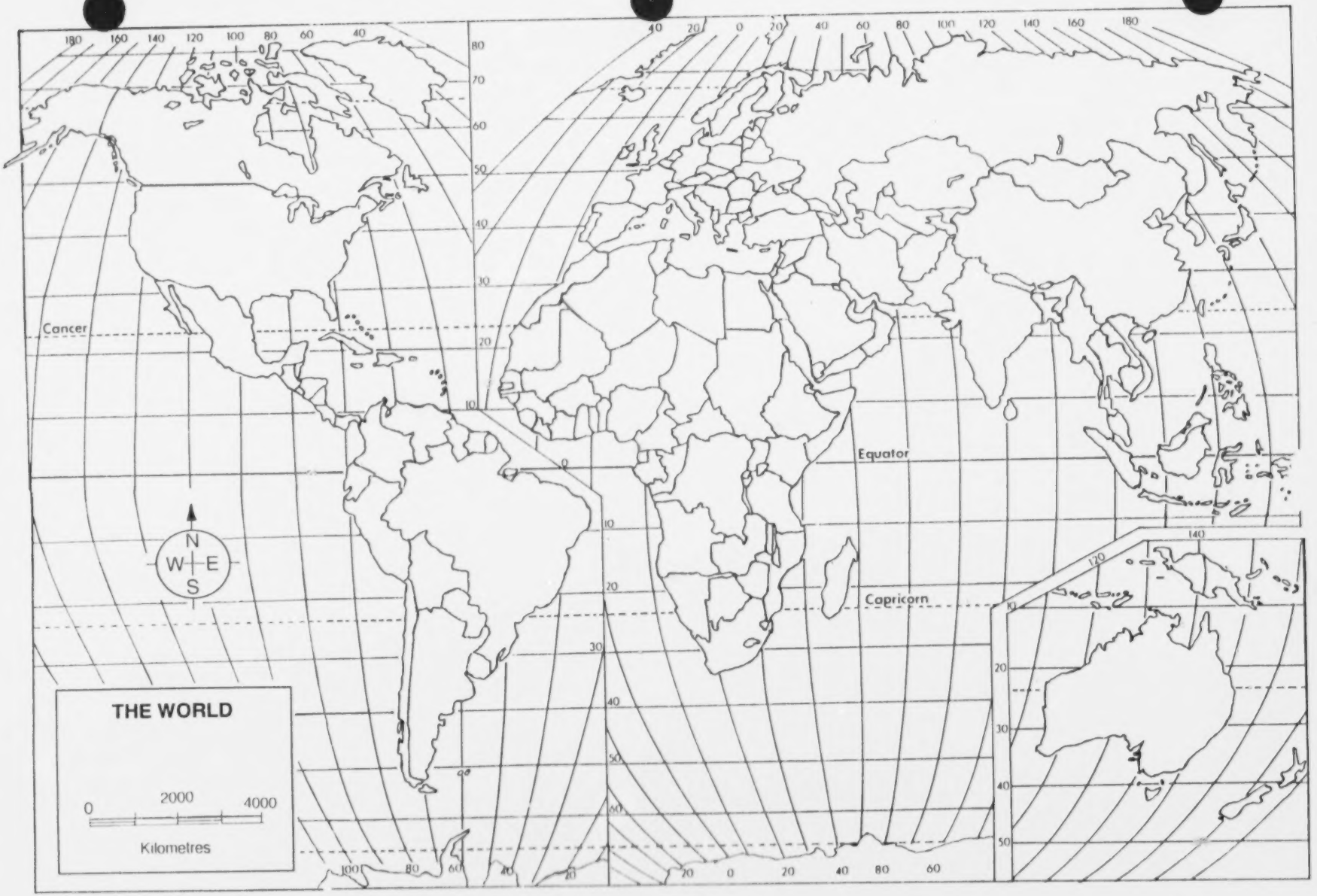
The Earth Covenant process will continue as a basis for commitment, collaborative action and international networking through the 1990s and into the twenty-first century.

## WHERE SHOULD SIGNATURES BE REGISTERED?

The Covenant itself should be kept by those who sign it. The form with their signatures should be sent to the Earth Covenant International Registry, **c/o Global Education Associates, 475 Riverside Dr., Suite 456, New York, NY, 10115, USA.**

# OUTLINE MAPS

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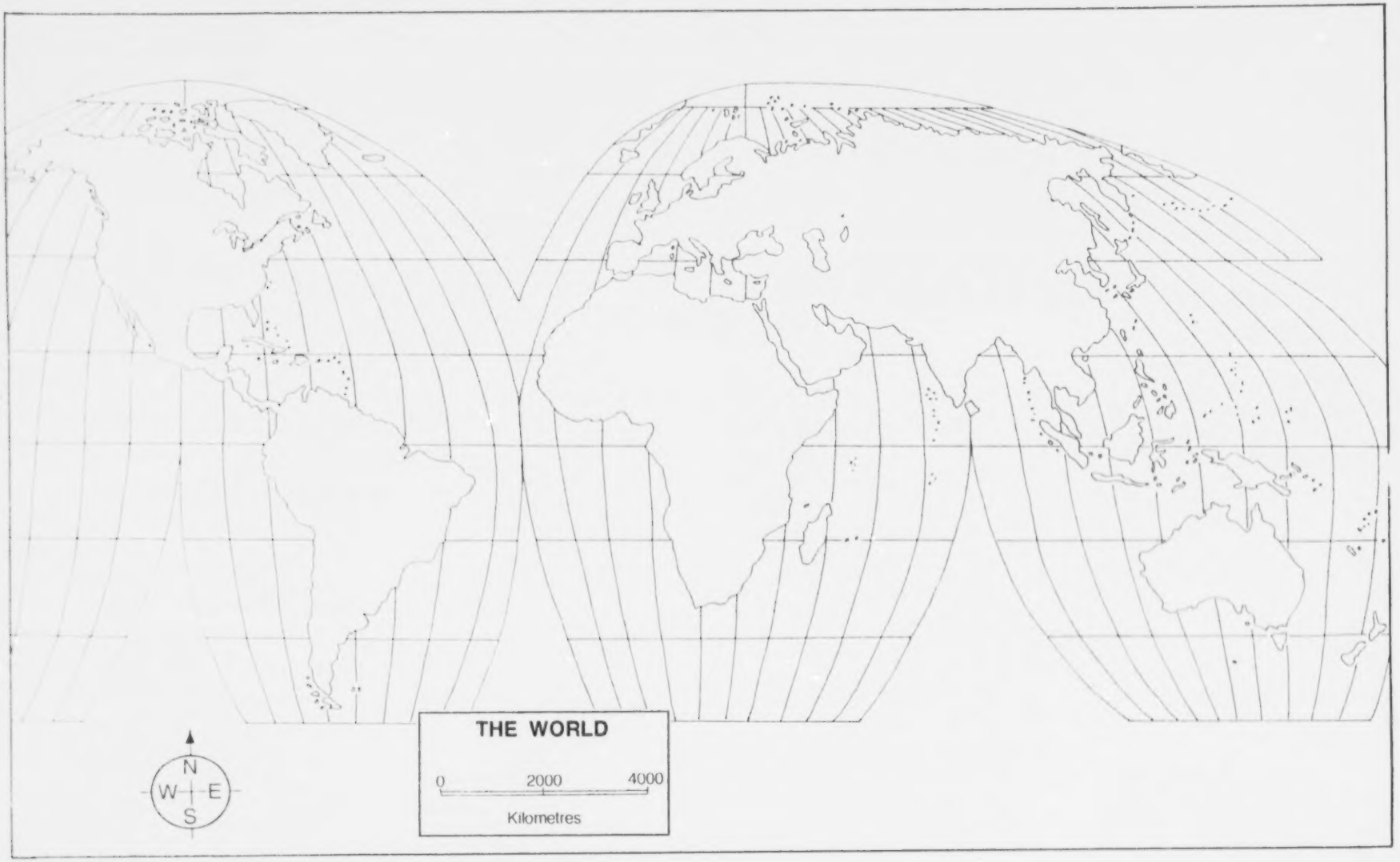
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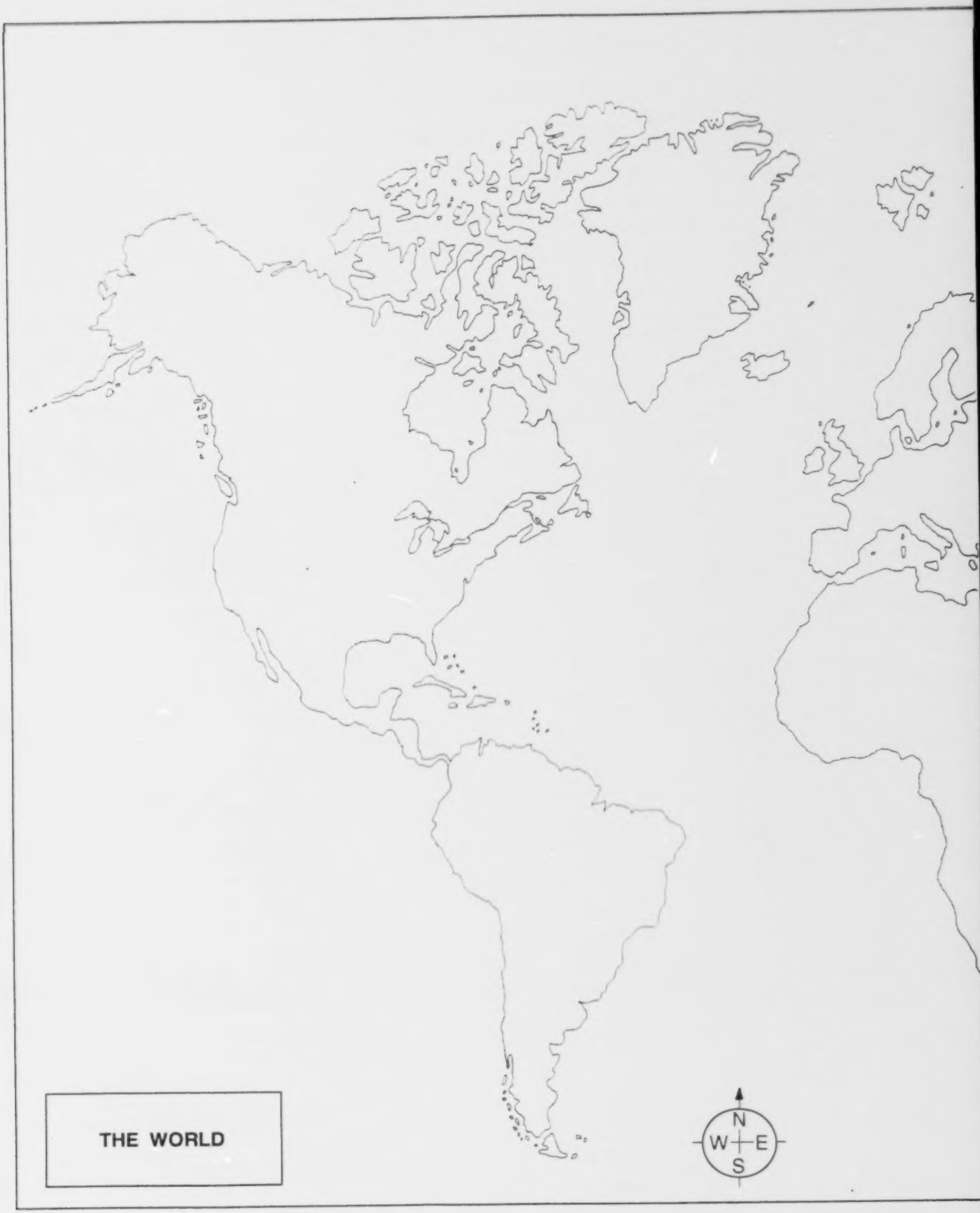
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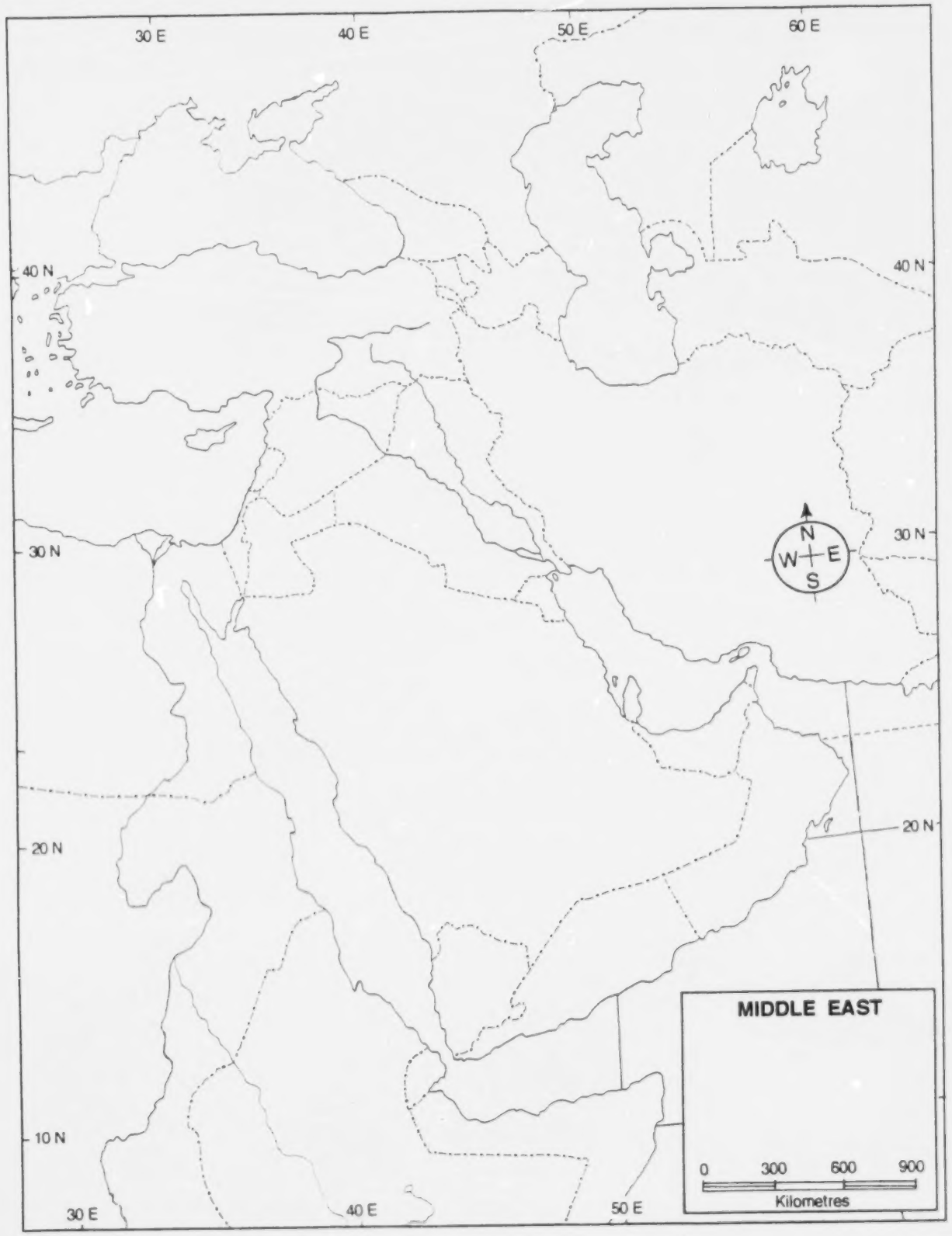
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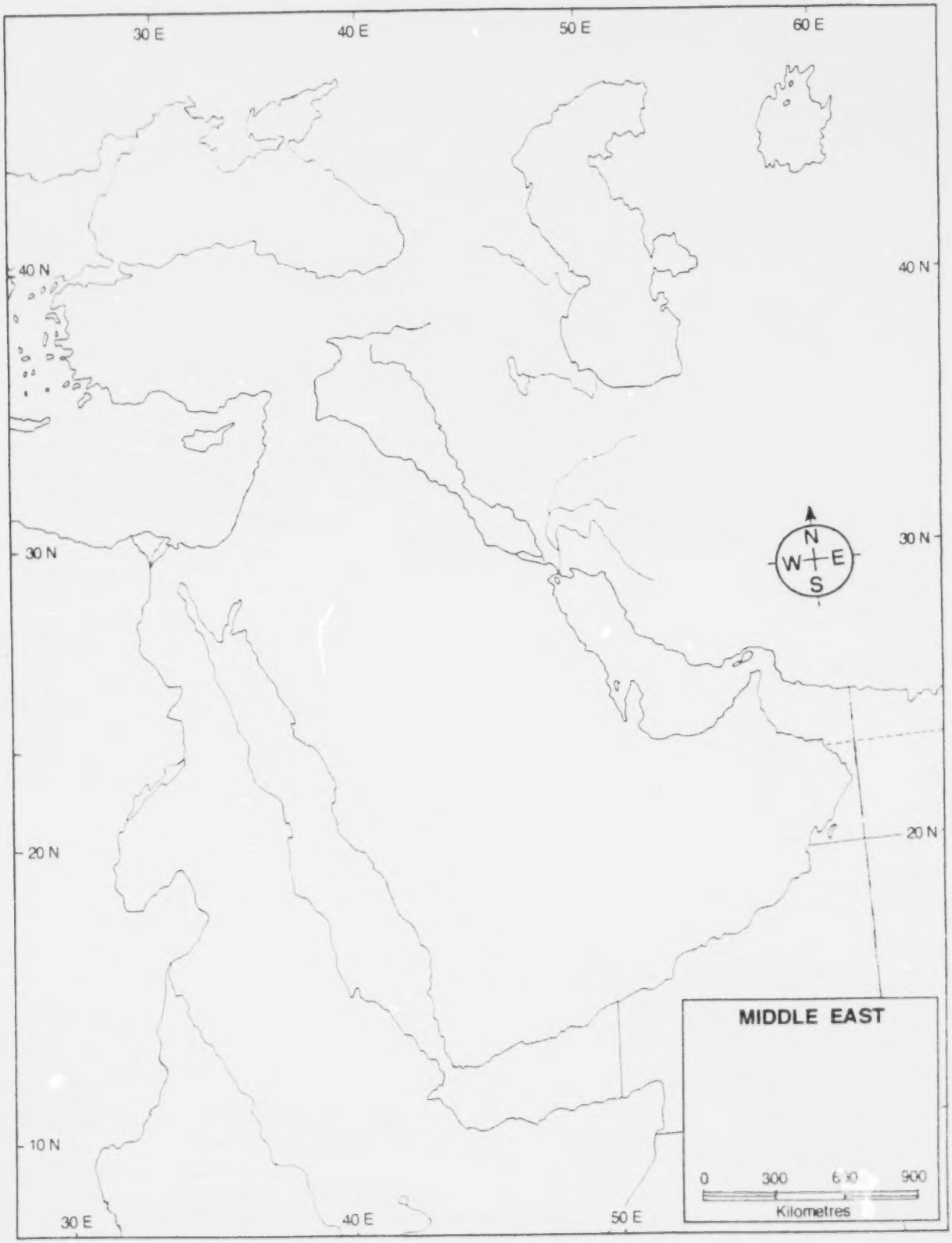
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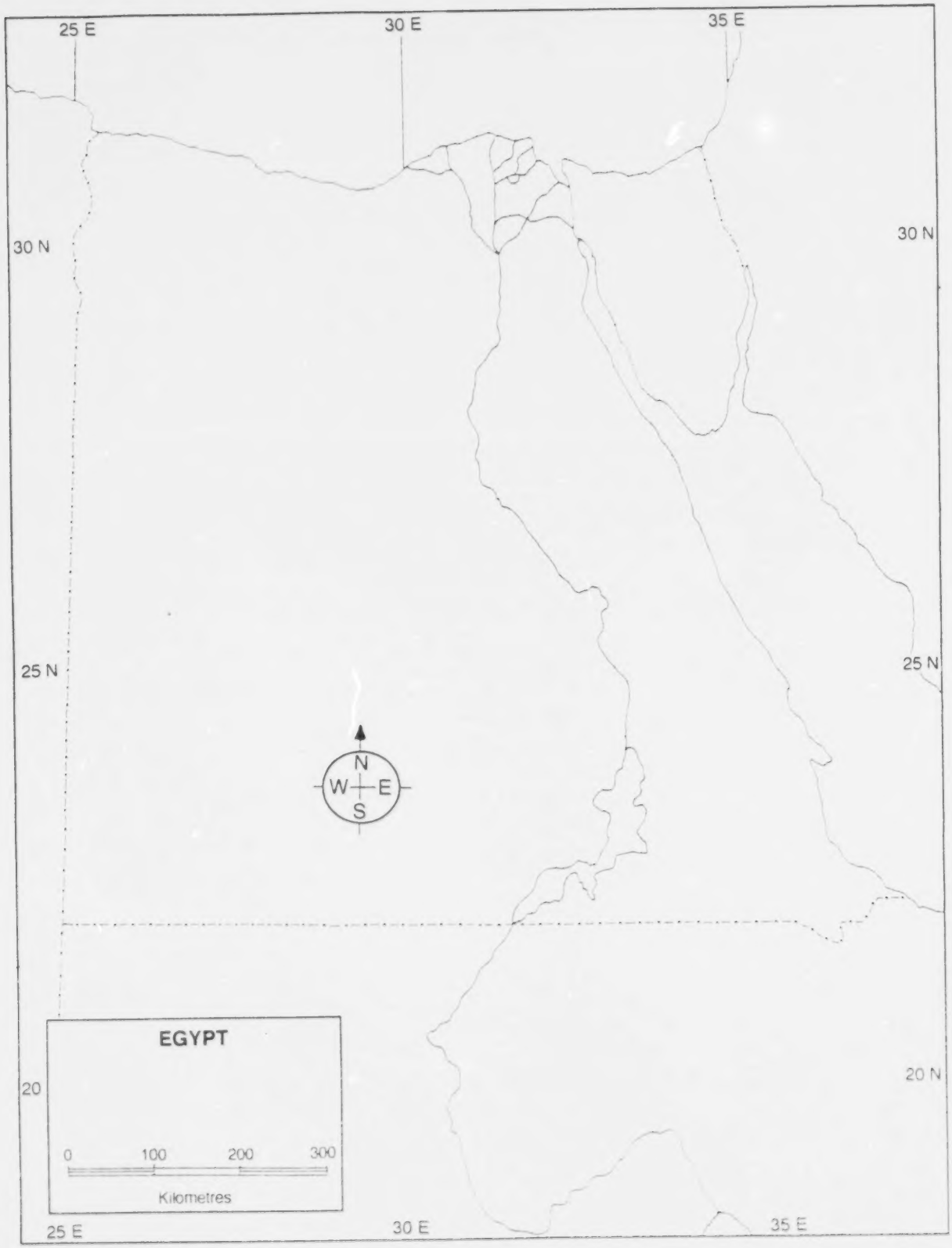


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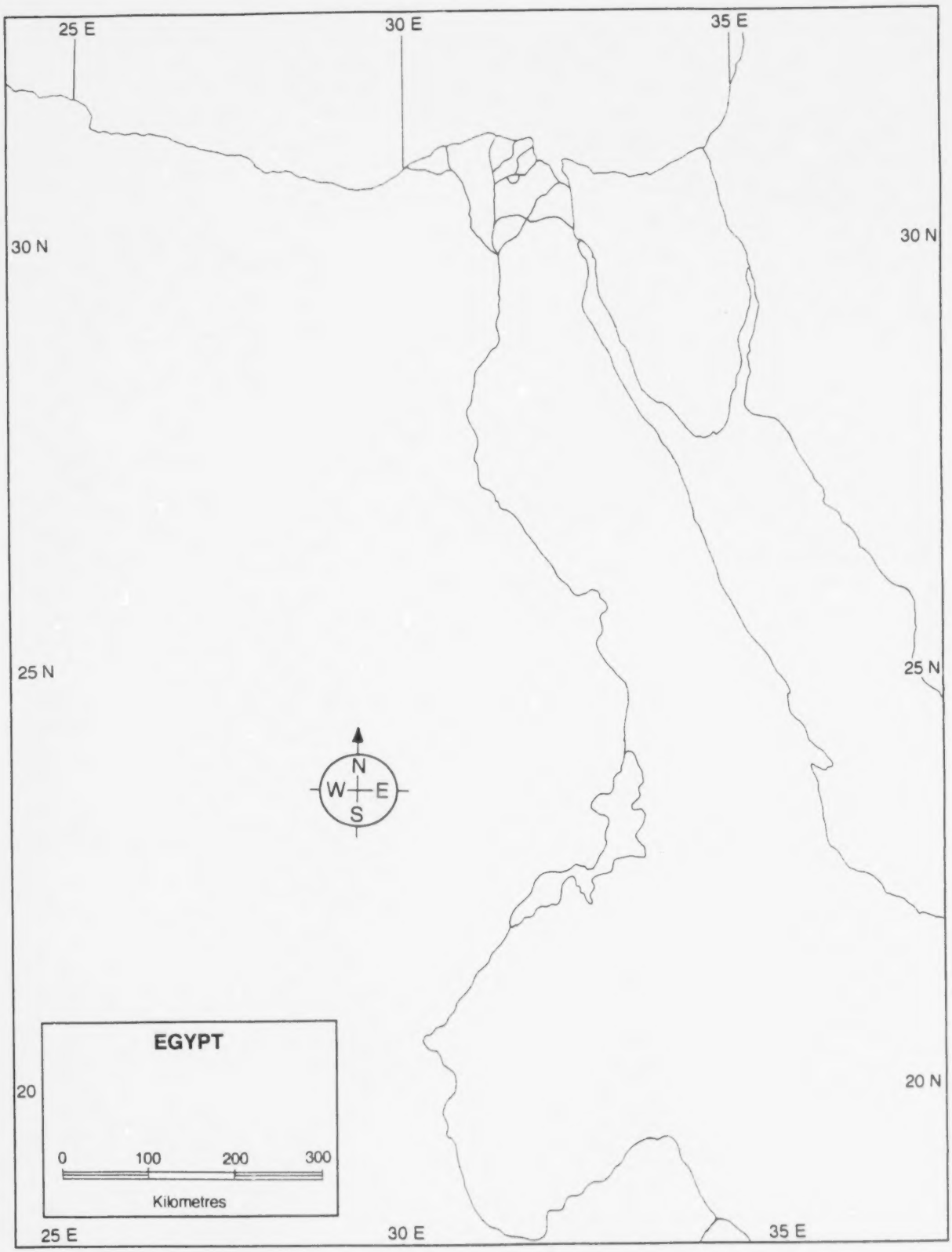
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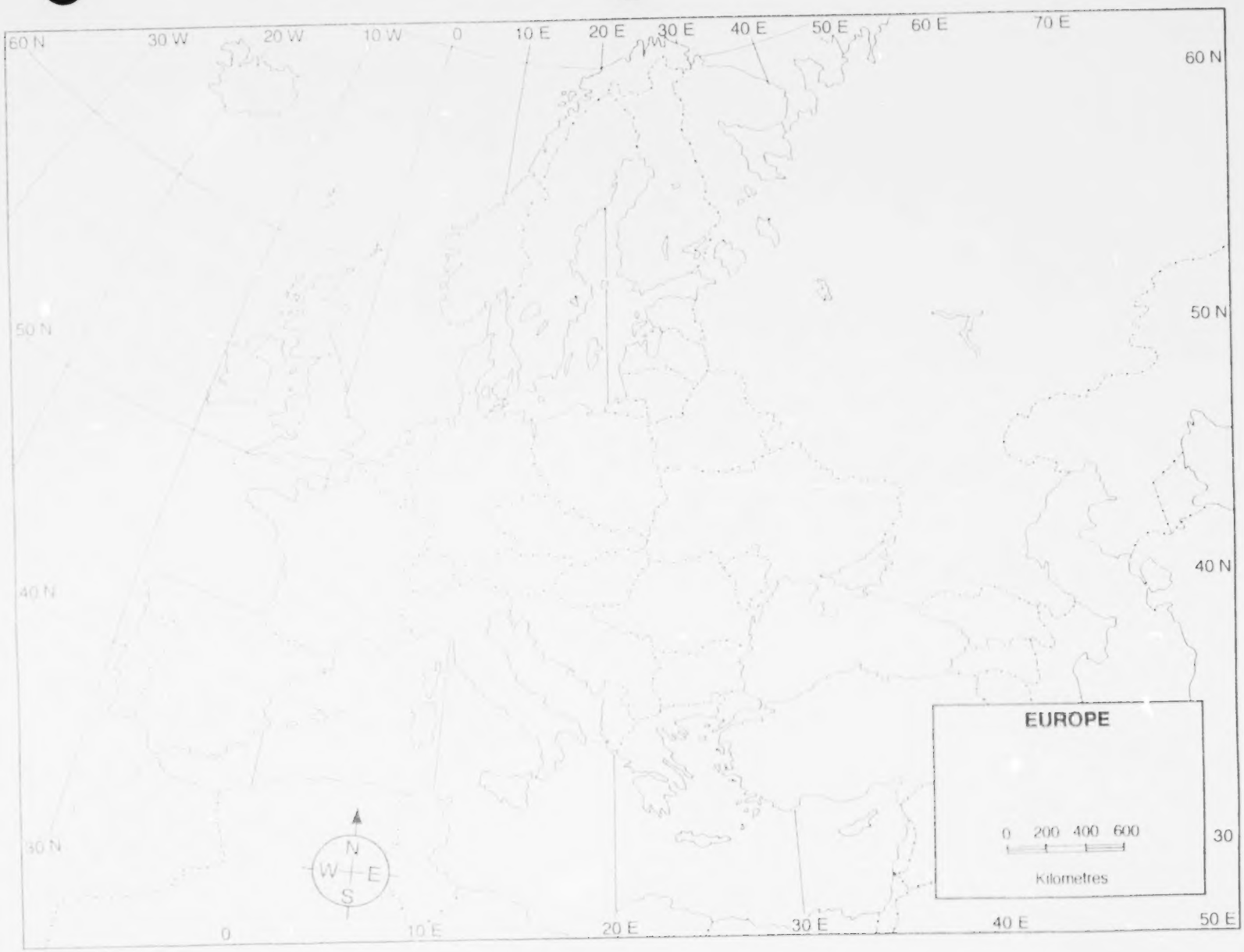
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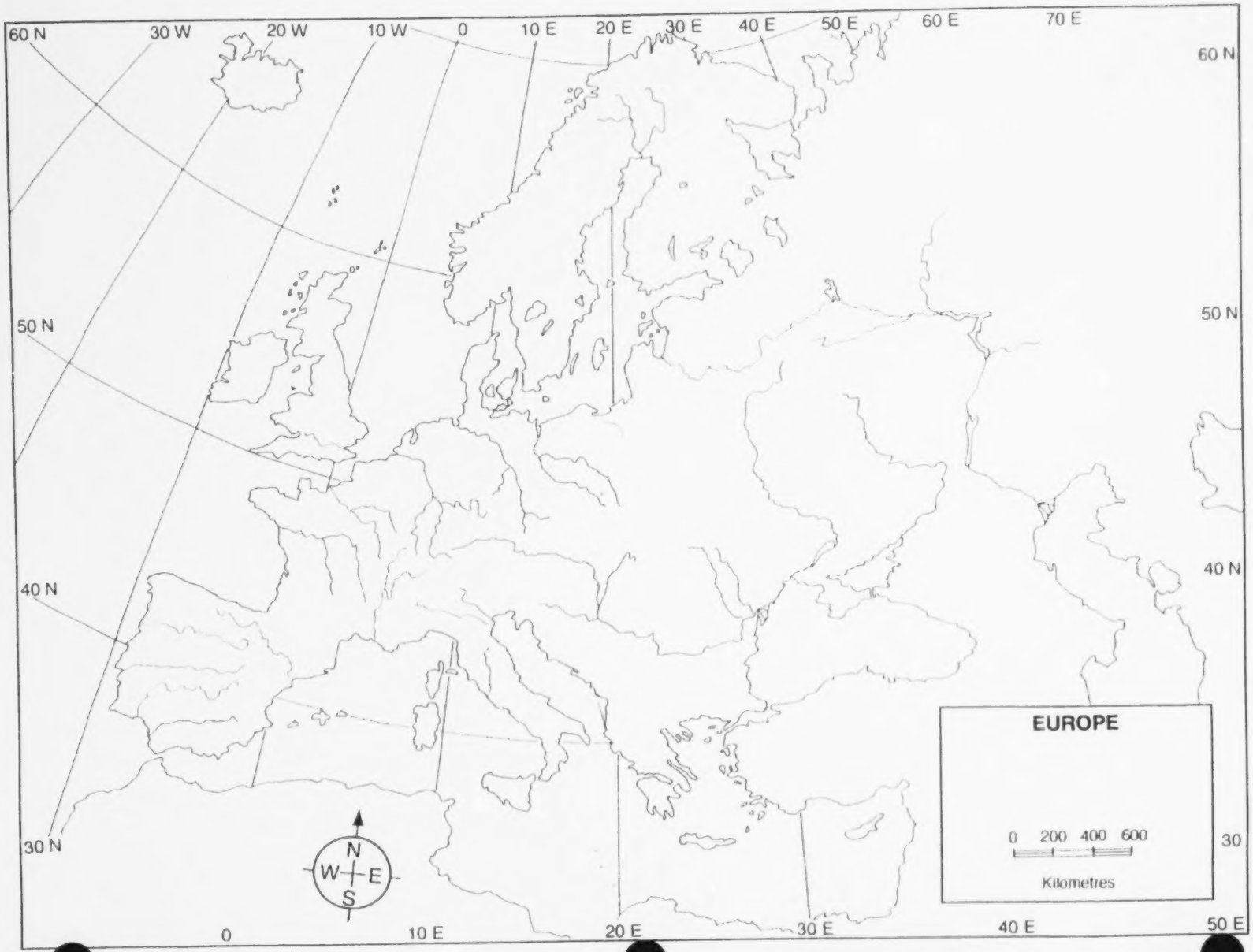
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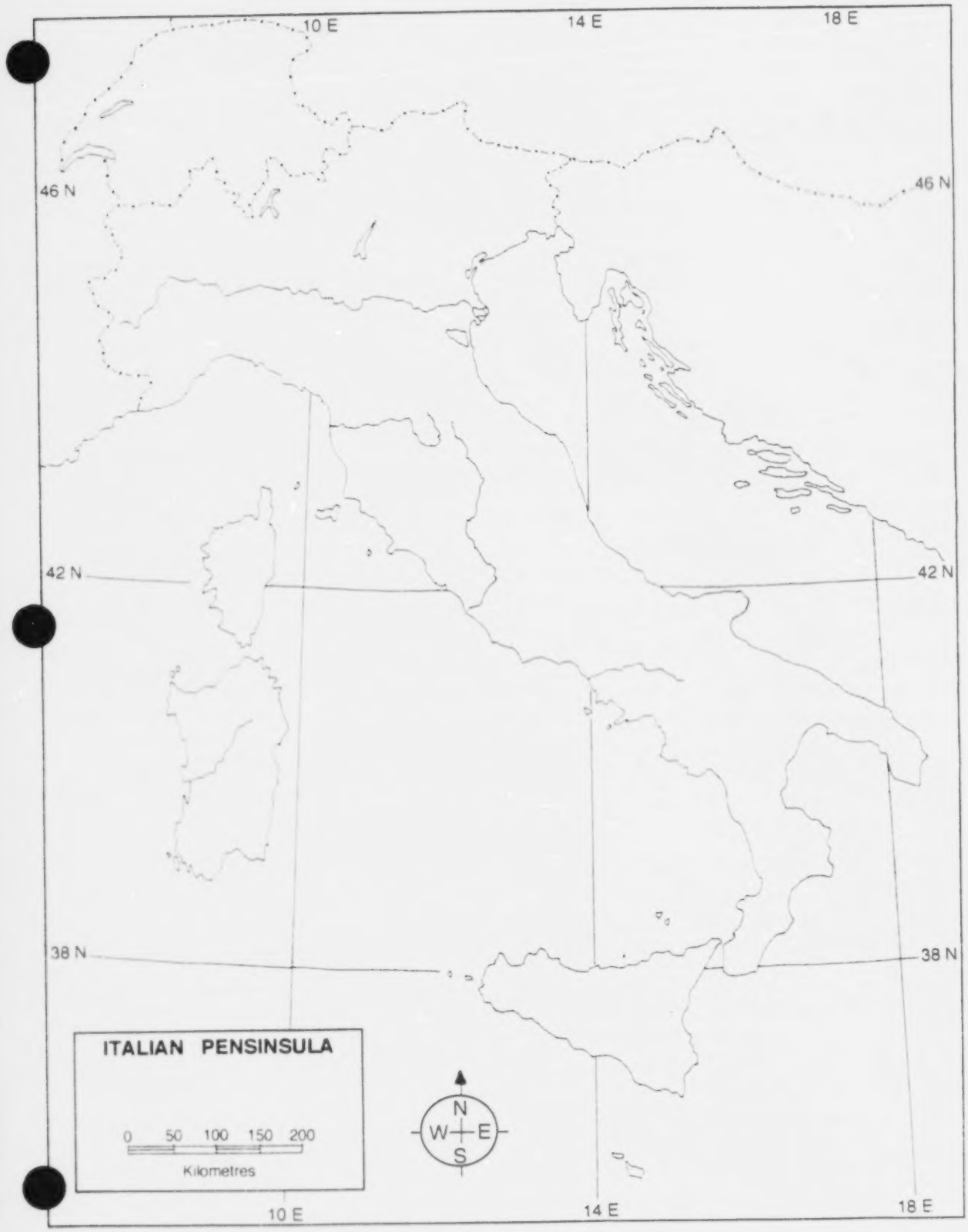
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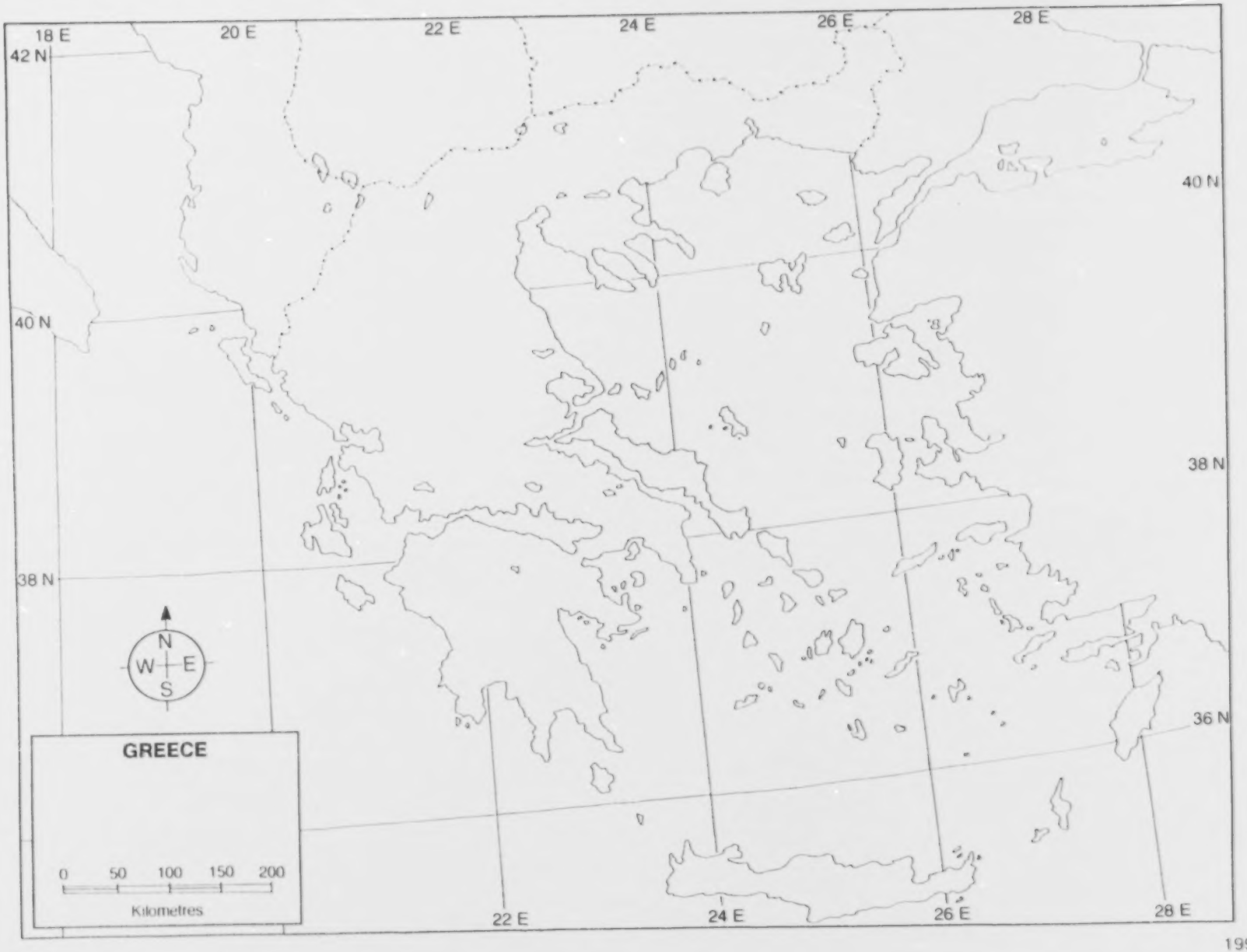
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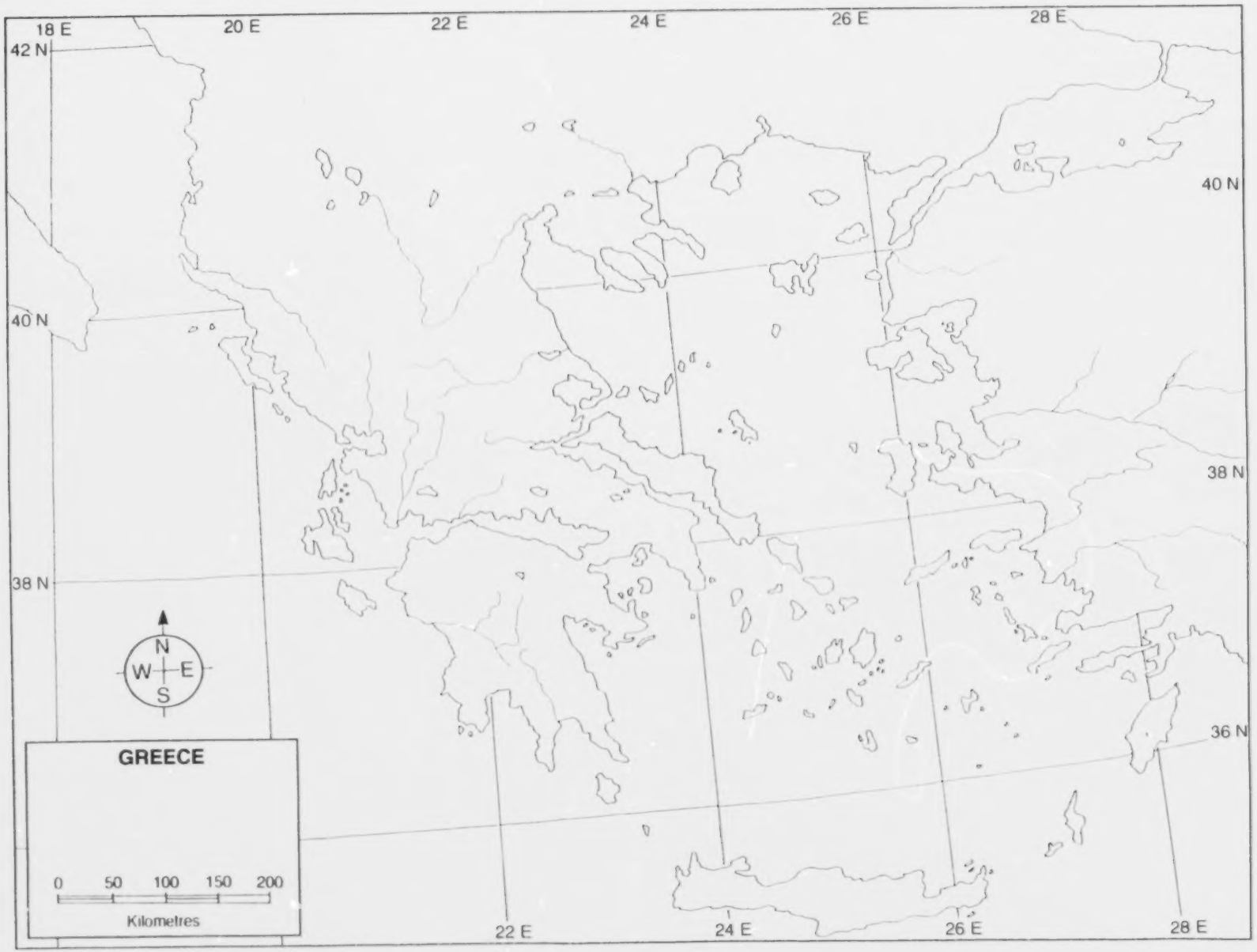
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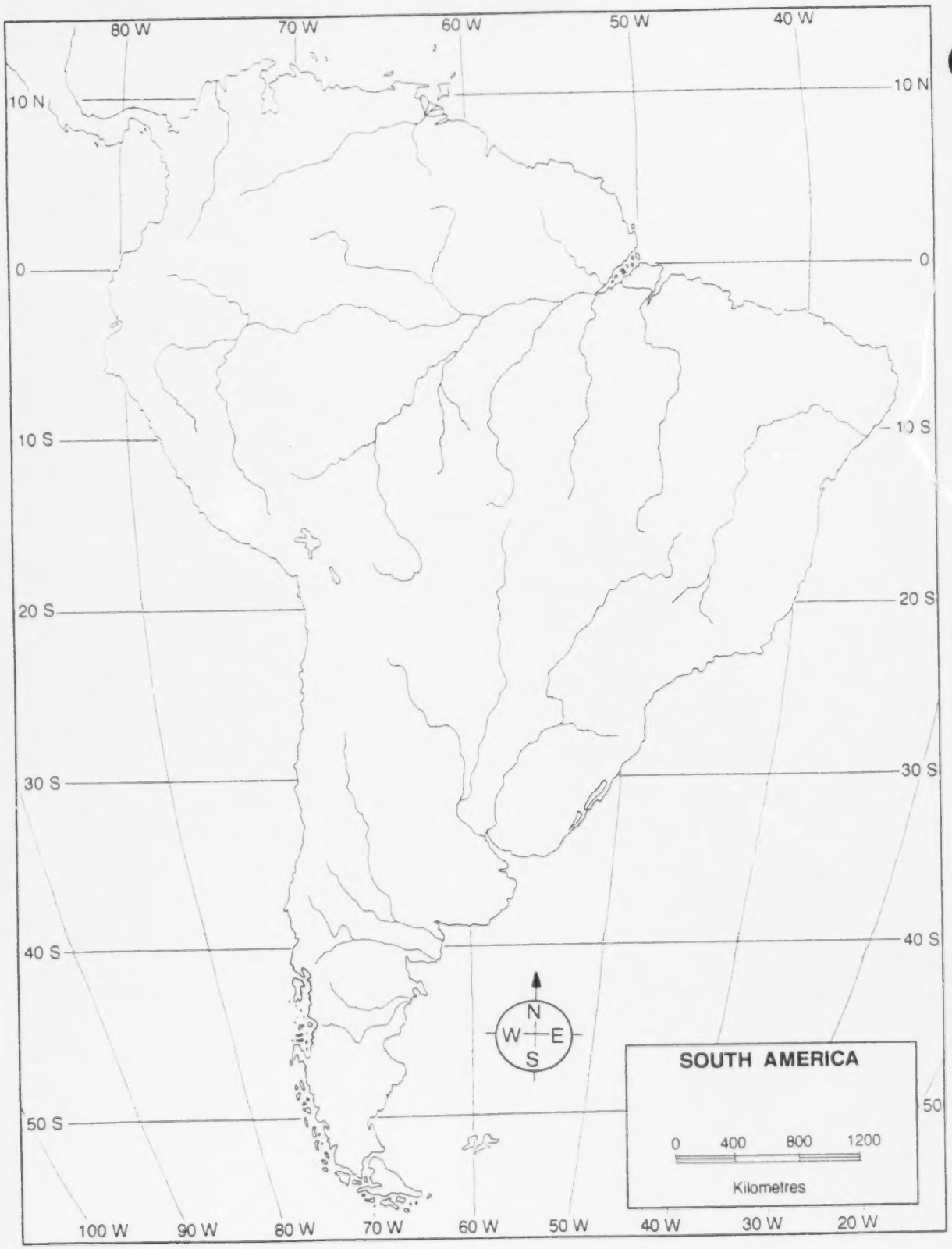
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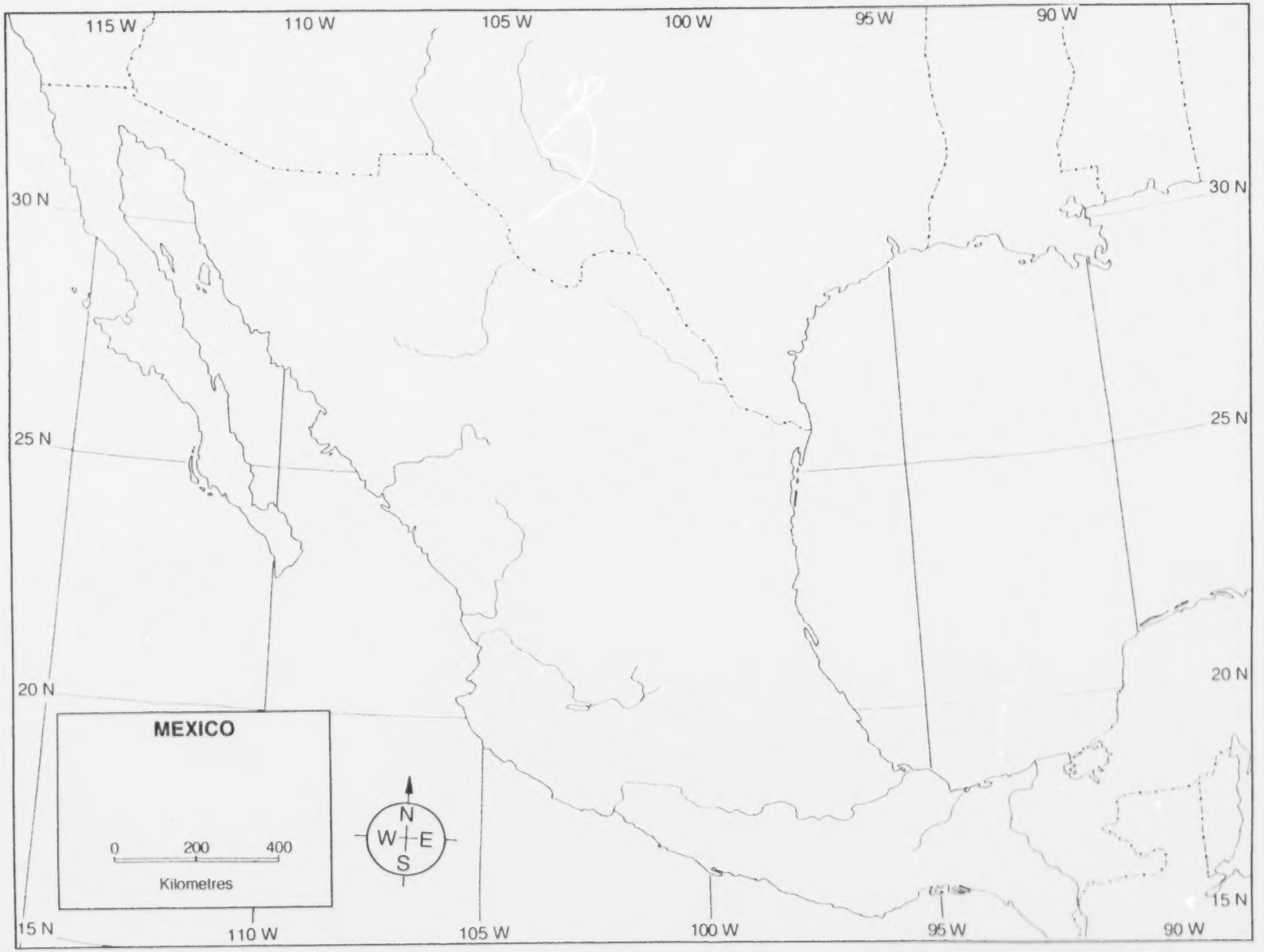
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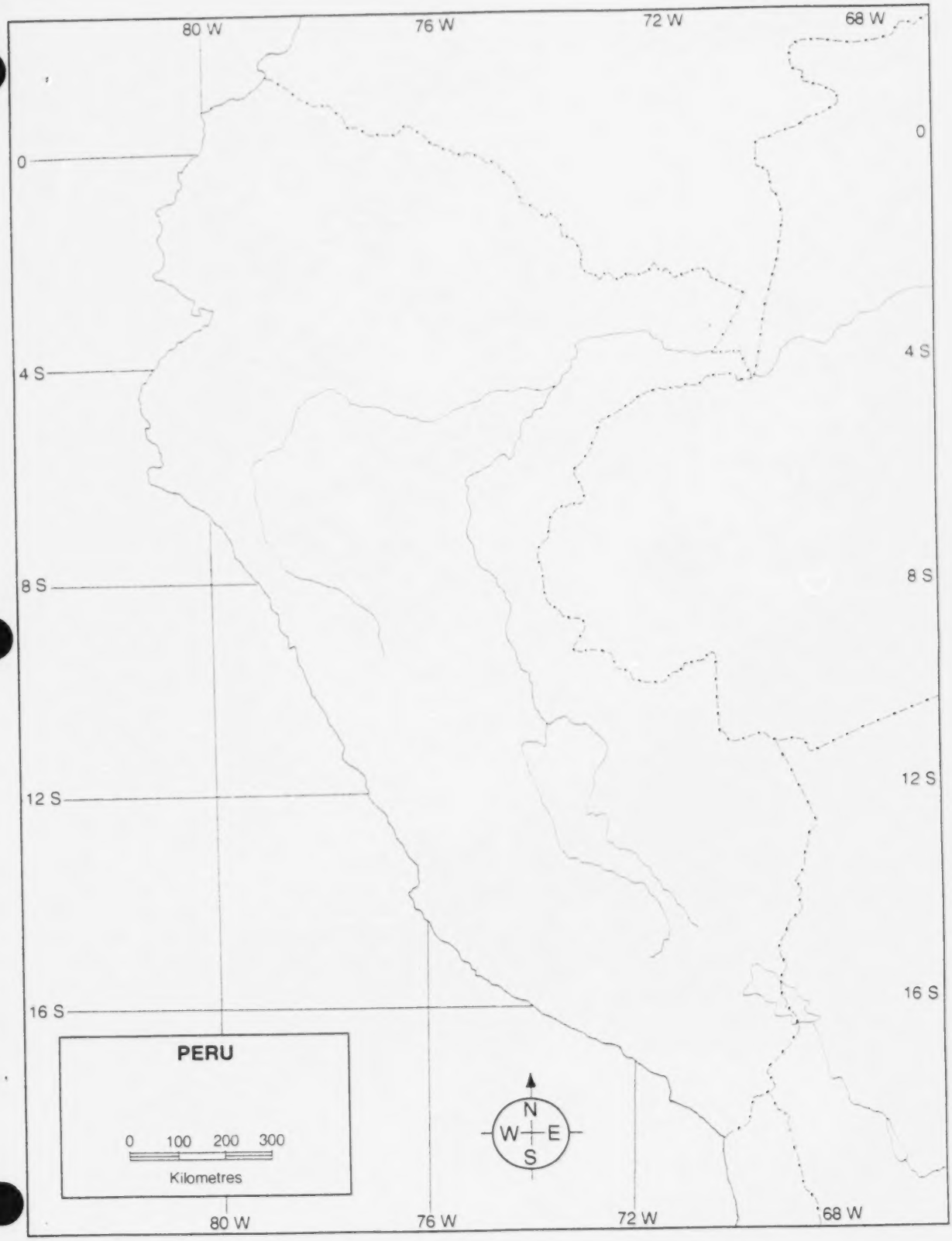
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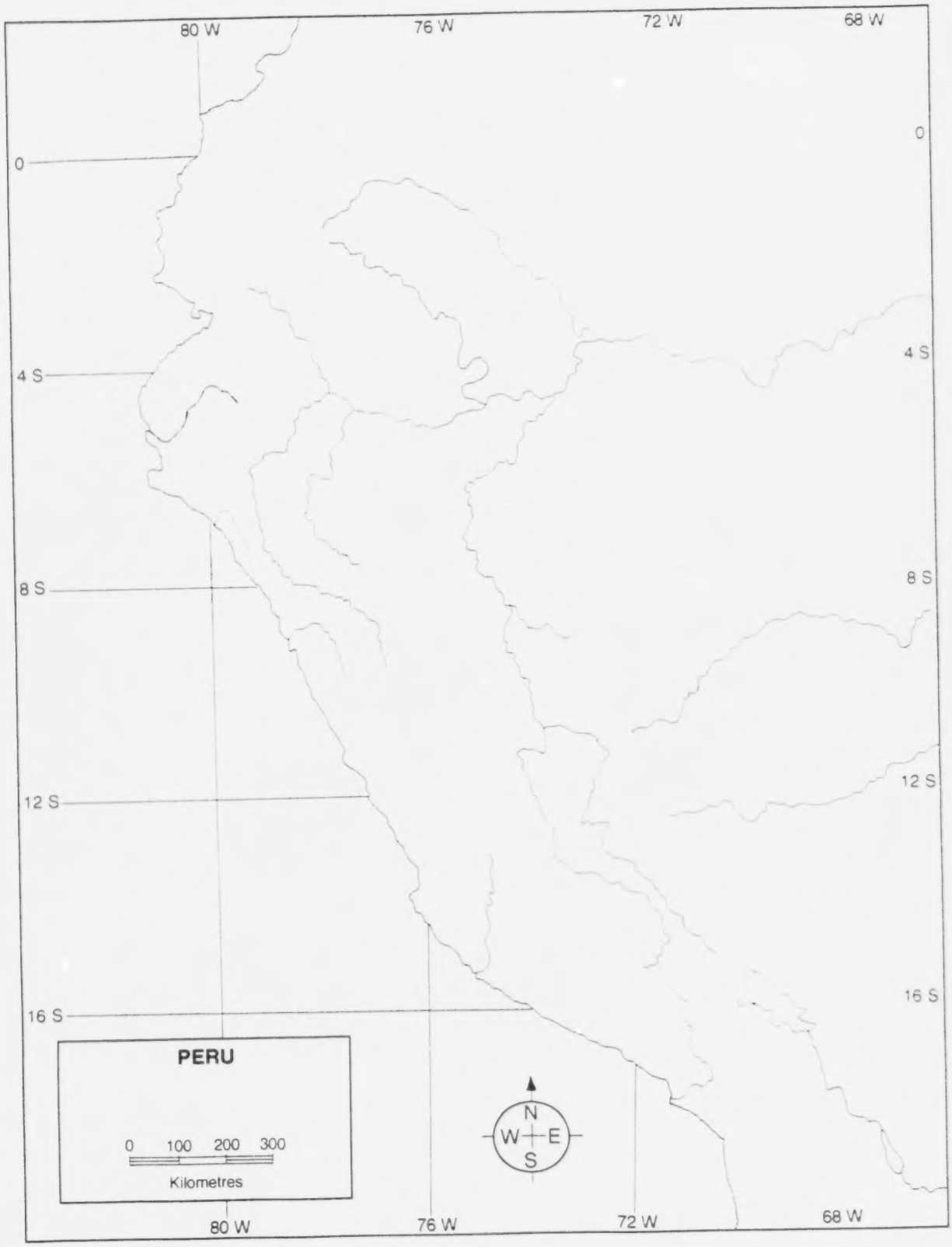
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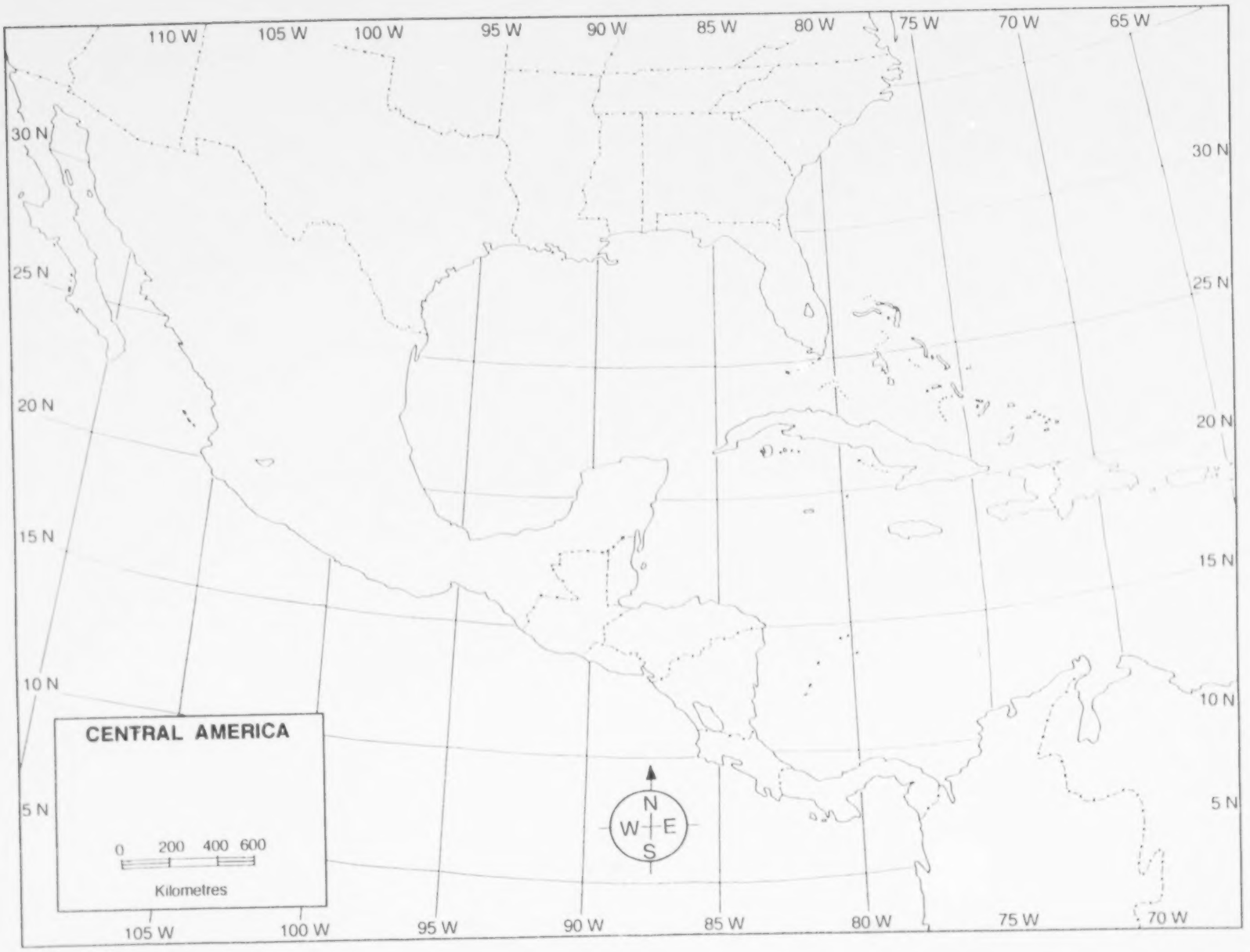
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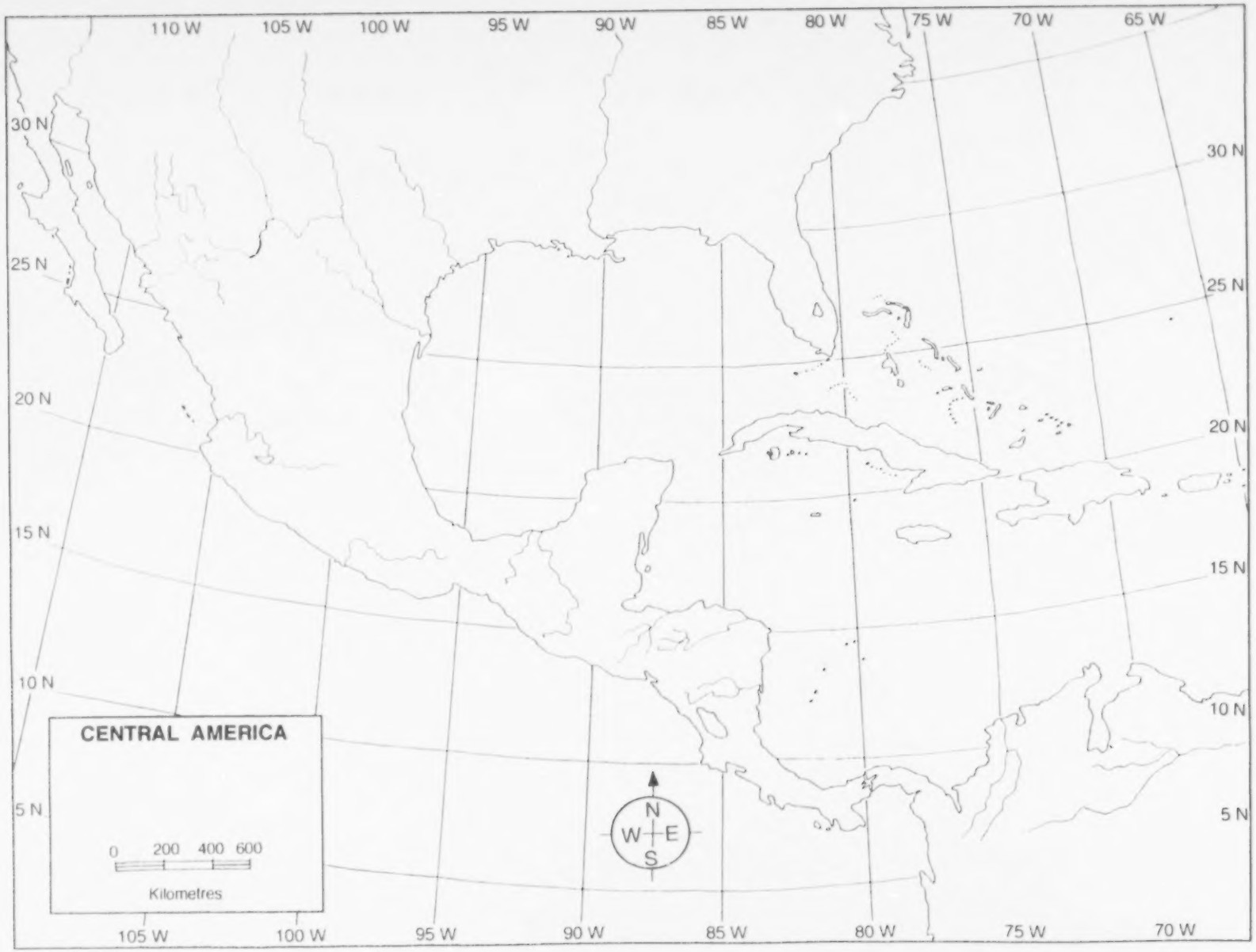
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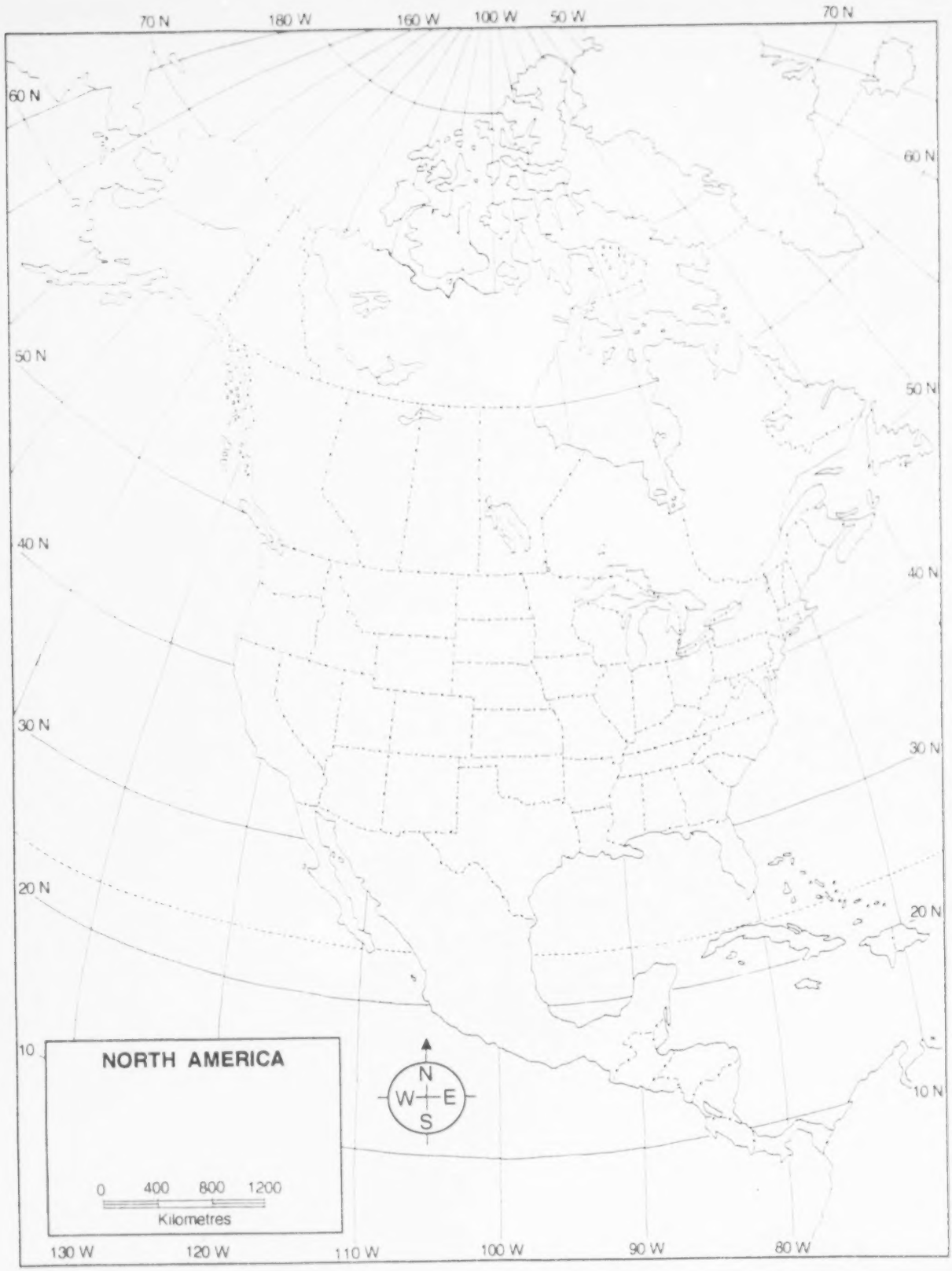
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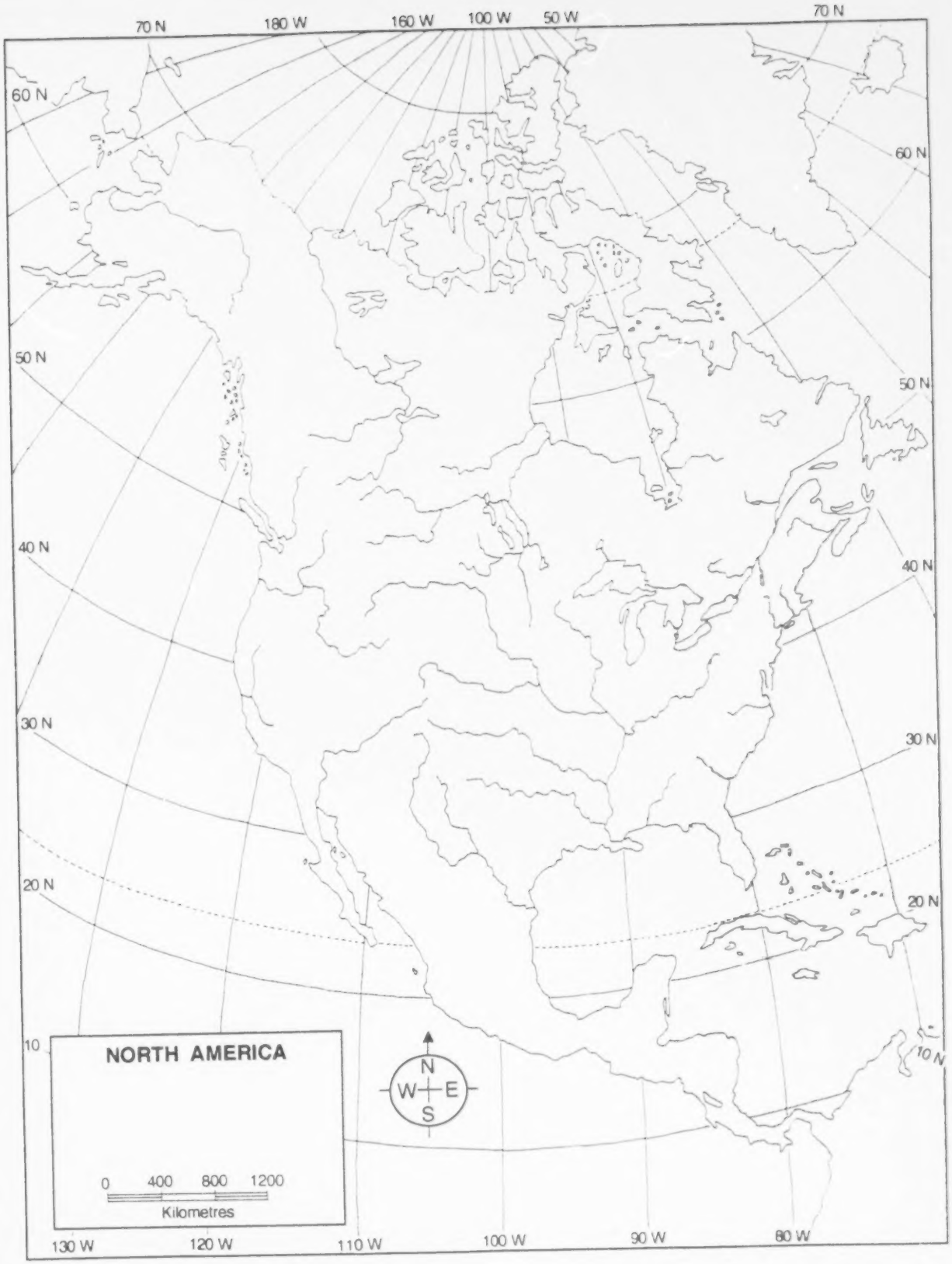
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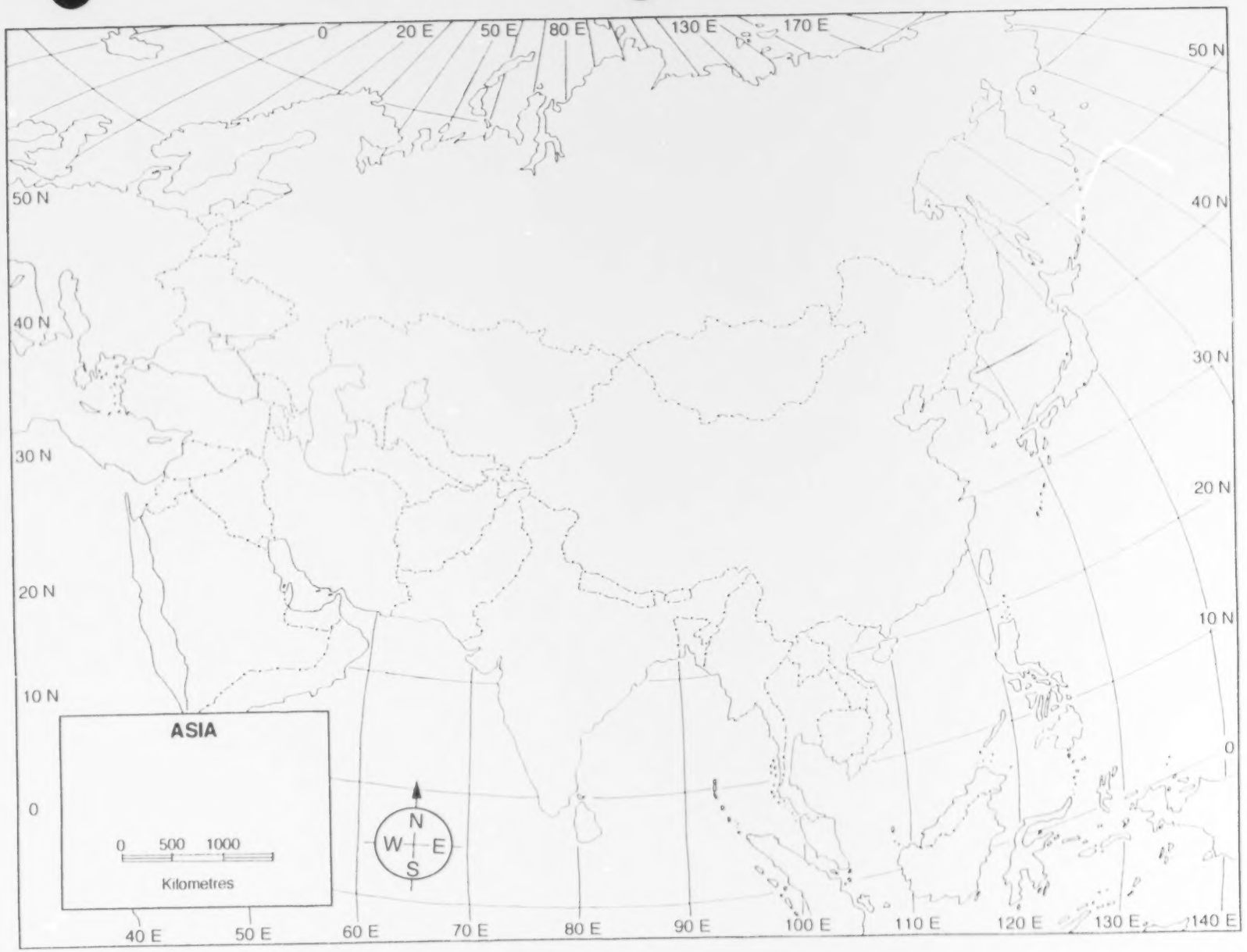
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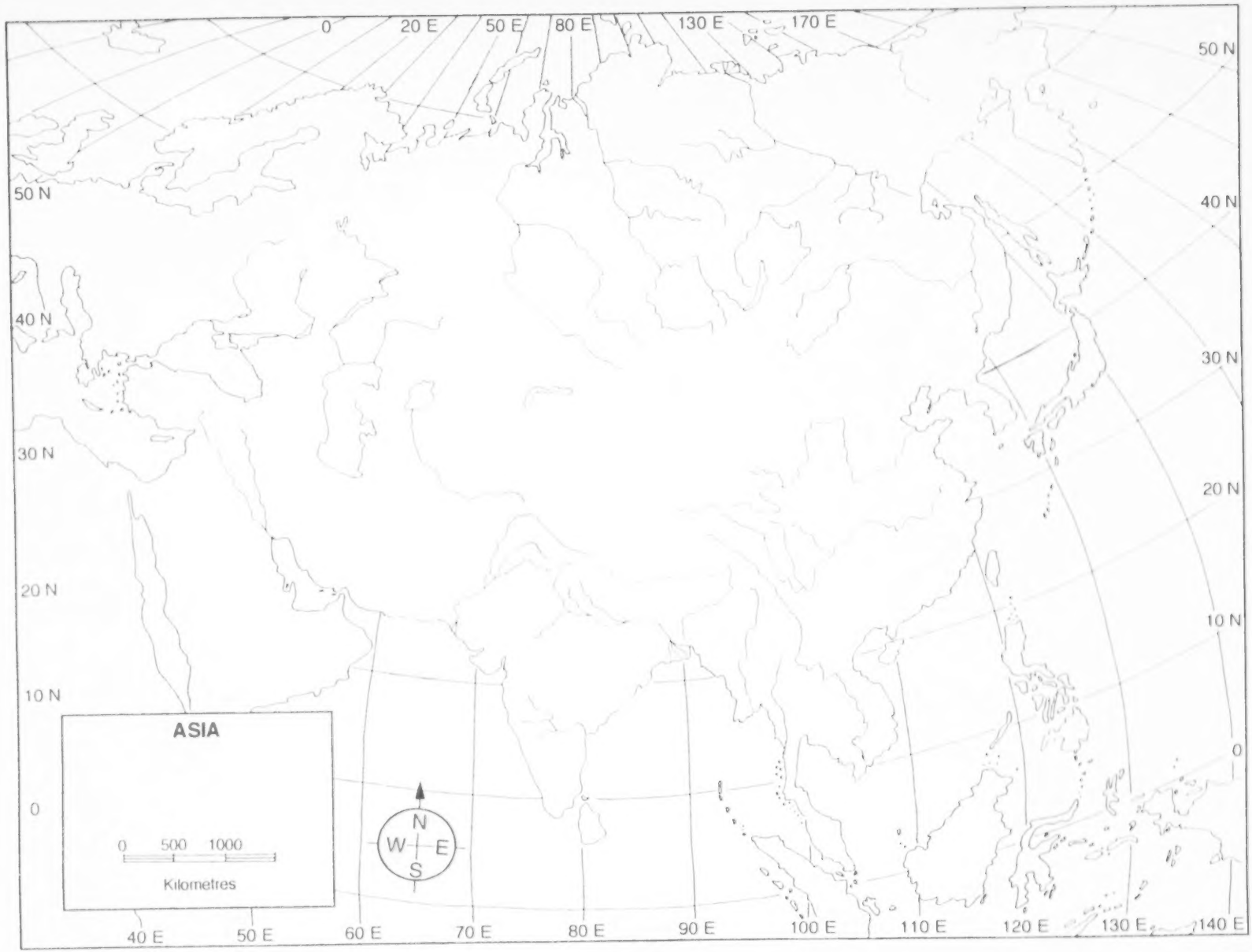
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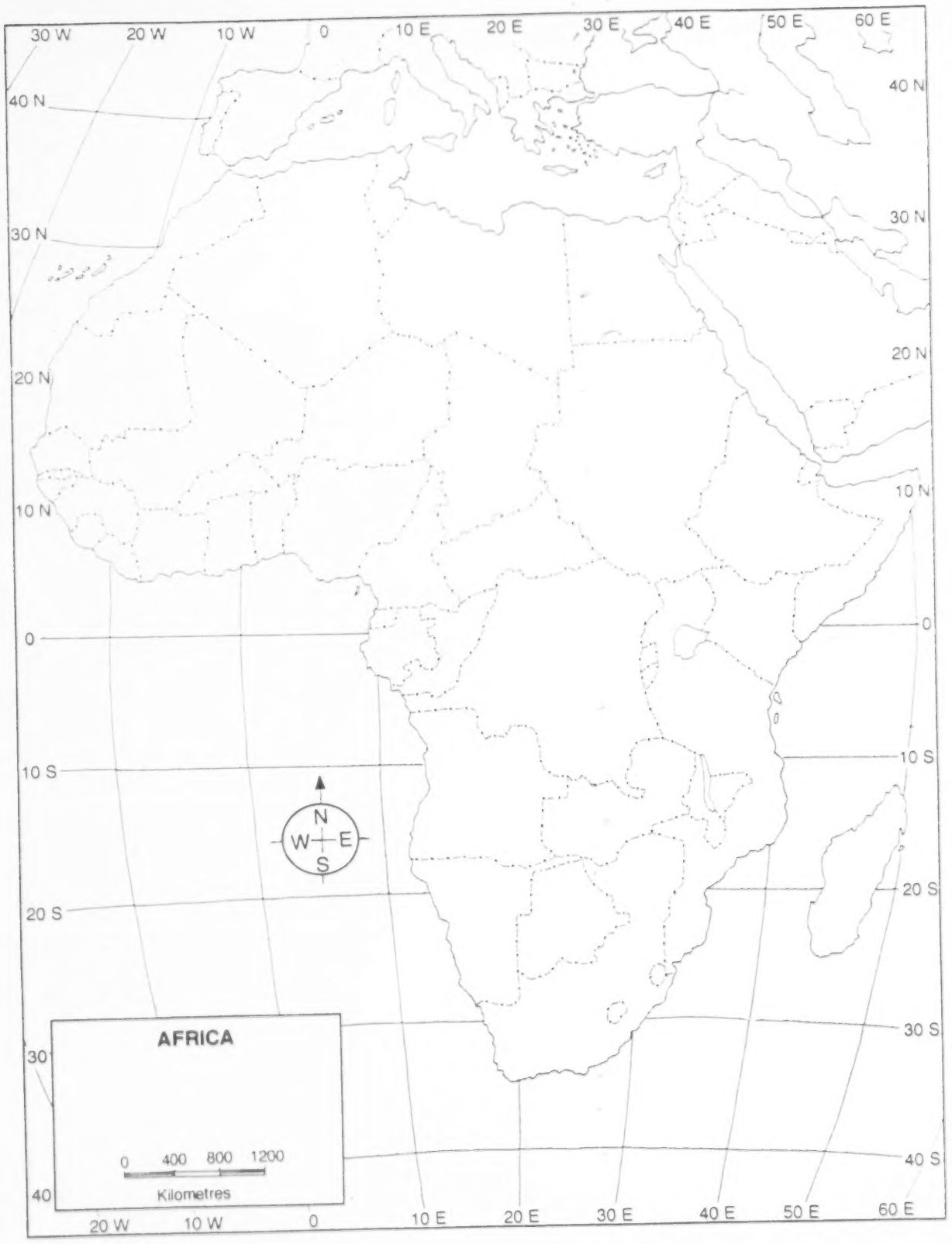
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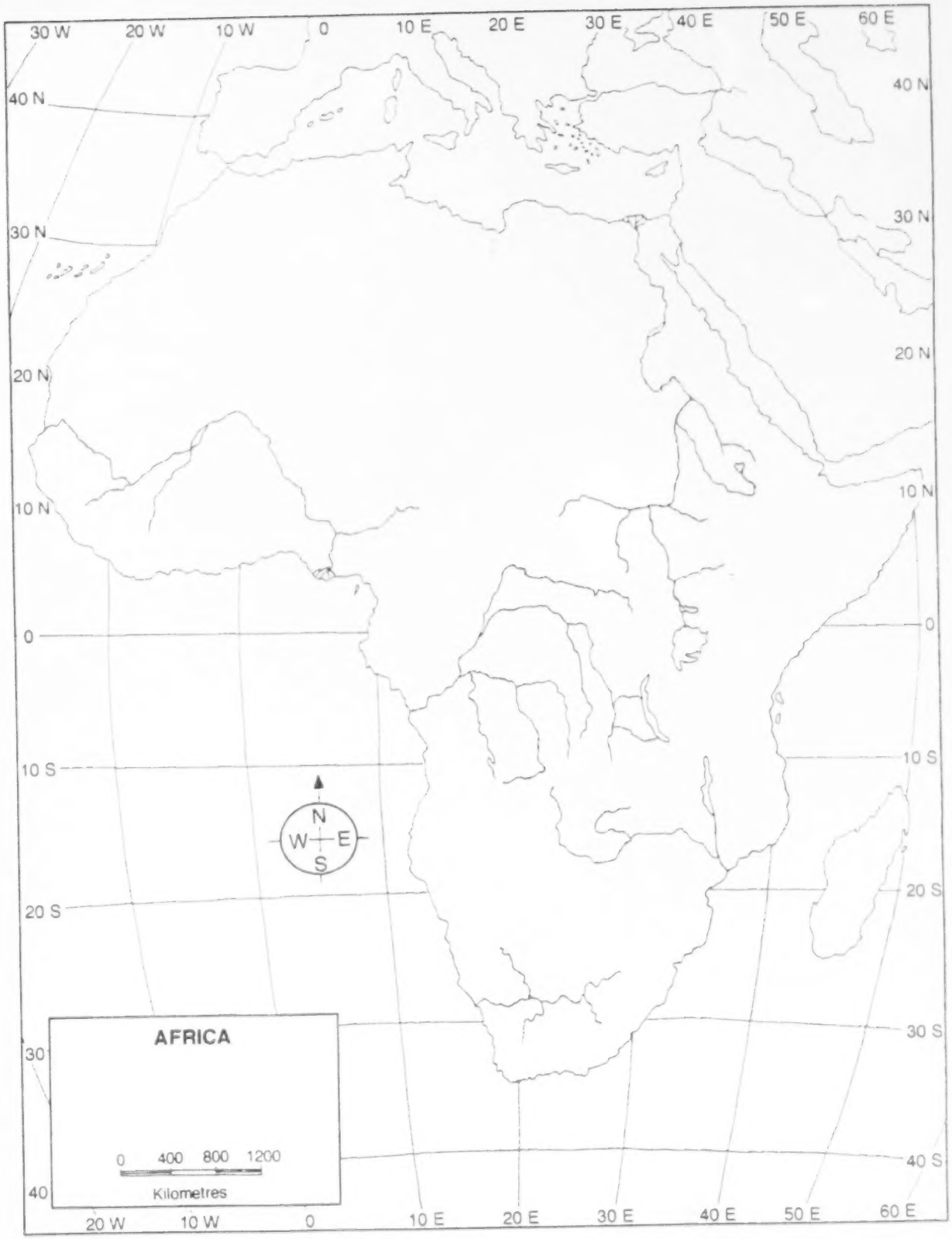
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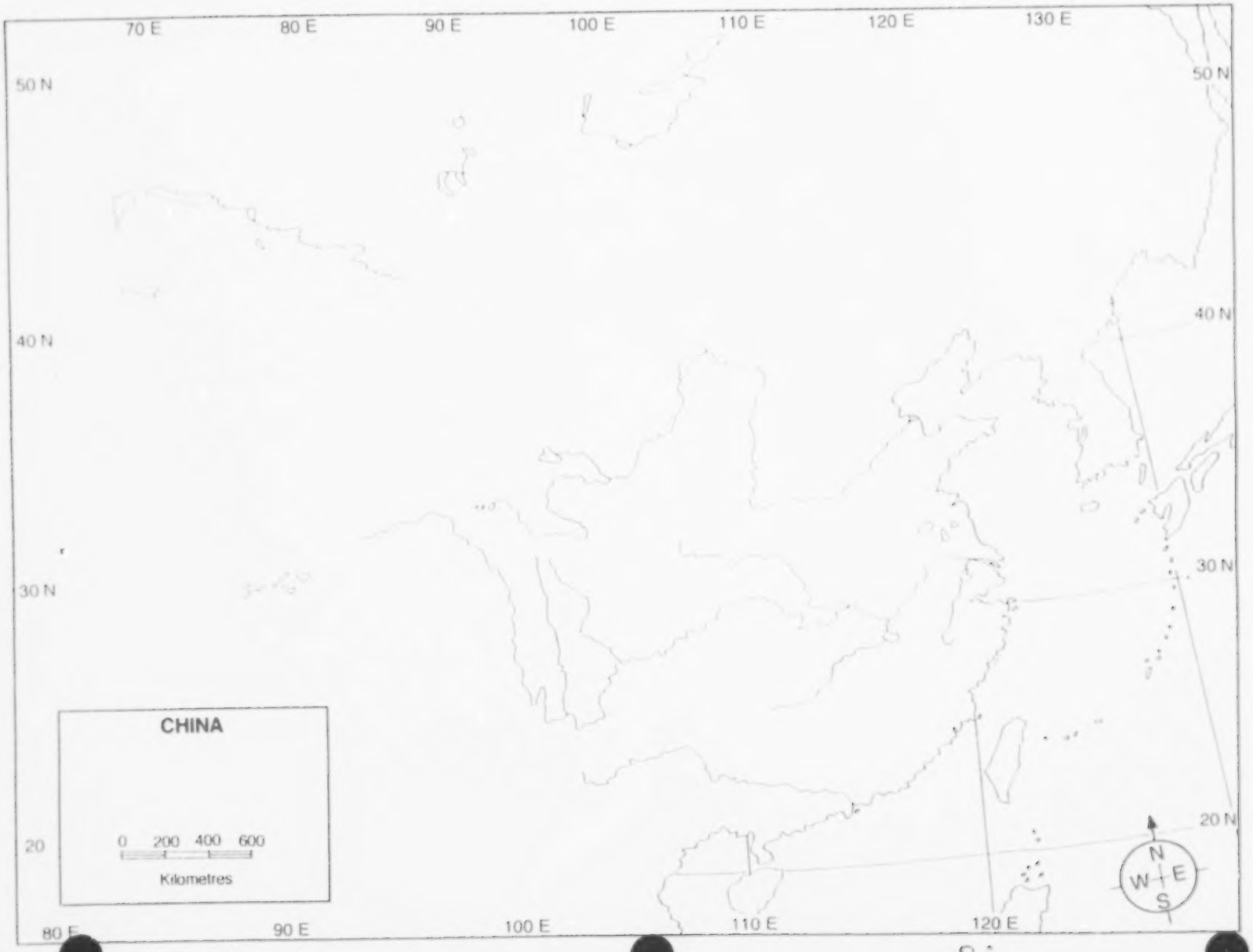
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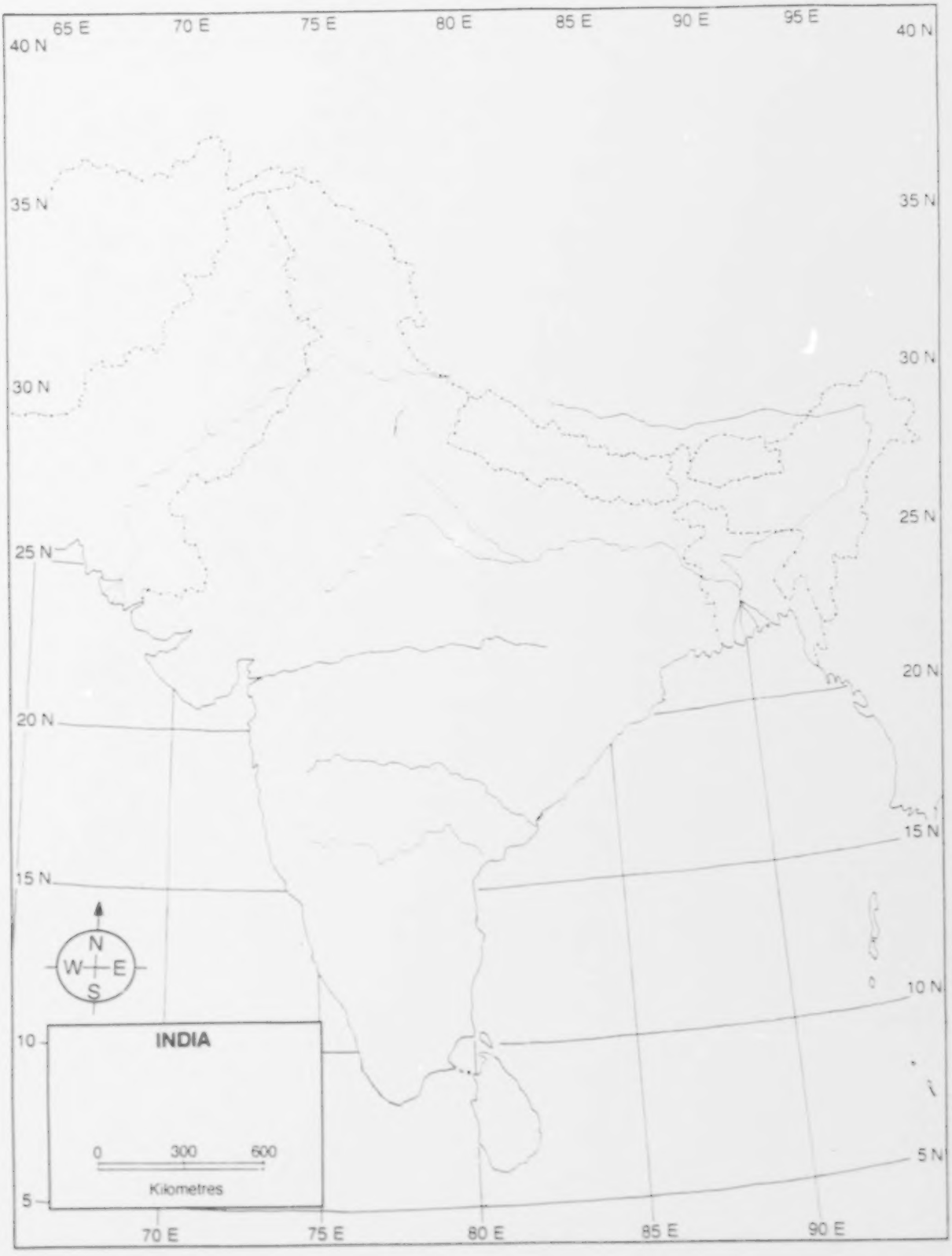
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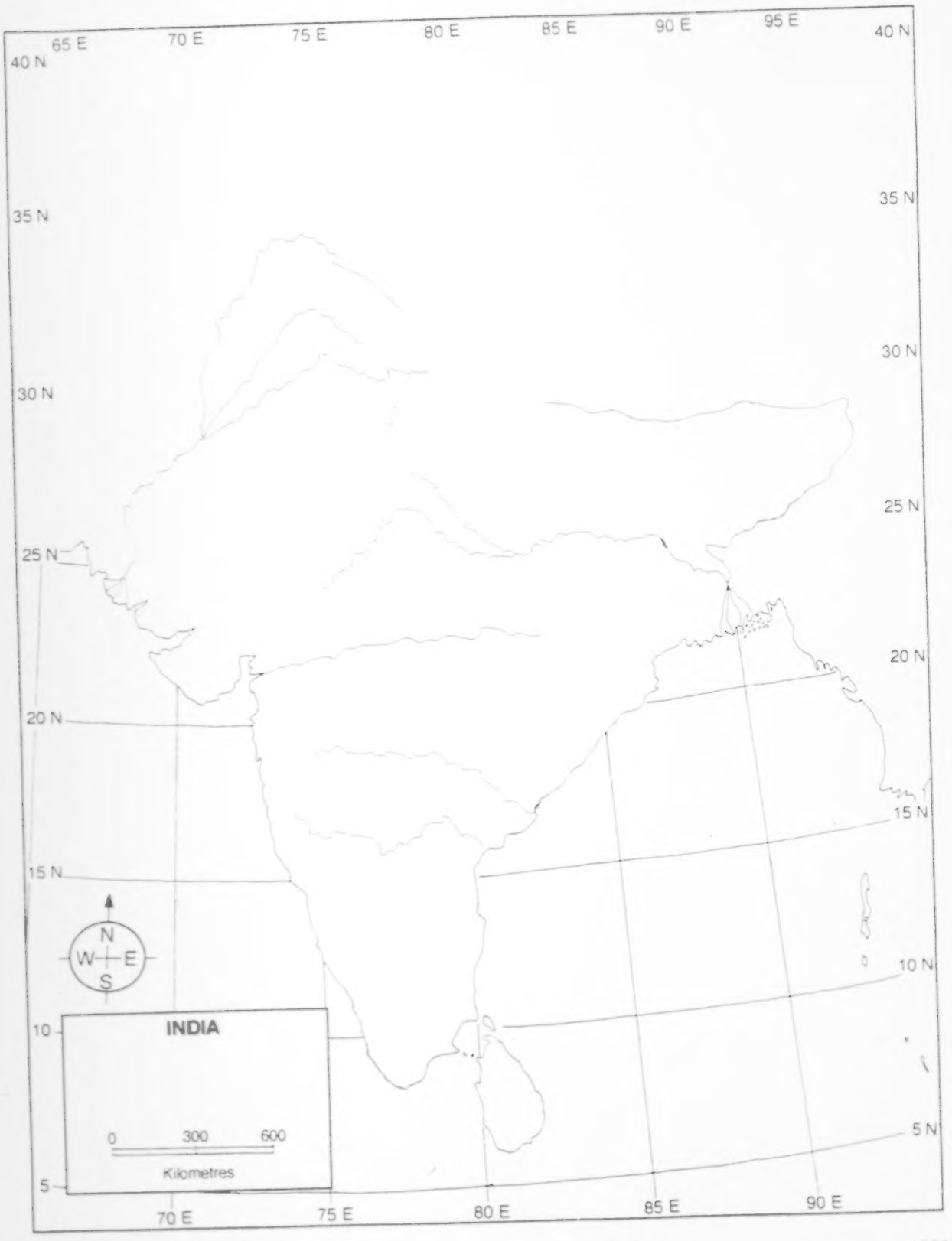
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